

17-Ed 83

21

Commonwealth of Kentucky

EDUCATIONAL BULLETIN

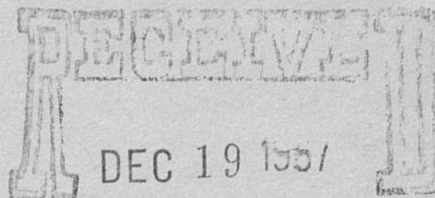
KENTUCKY TEACHER EDUCATION AND CERTIFICATION 1967 EDITION

Published by

DEPARTMENT OF EDUCATION

DR. HARRY M. SPARKS University of Kentucky

Superintendent of Public Instruction Library



Cost of printing paid from state funds.

Second Class Postage Paid at Frankfort, Kentucky

VOL. XXXV

MARCH, 1967

NO. 3

FOREWORD

The Kentucky guidelines for teacher education and certification reflect the best thinking in the state and in the nation with respect to the preparation of teachers and other professional school personnel. Continuing efforts have been made by the State Department of Education to solicit the recommendations of individual classroom teachers, school patrons, and school administrators along with the recommendations of the professional organized groups and agencies so that all viewpoints might be considered. This process has resulted in a sound structure for teacher certification.

The entire system of public education is now undergoing a period of tremendous change and searching re-evaluation. Public education is now recognized as an important factor in the national economy; consequently, the Federal government is becoming more and more involved not only in the financing of additional programs but in the direction of these programs. Parents are recognizing the fact that education holds the key to life's opportunities for their children.

It is reasonable to expect that the practices, policies, and procedures for teacher education and certification will be subjected to a re-examination in terms of its functions and objectives. Thus, while this Bulletin summarizes the regulatory guidelines for teacher education and certification for 1967 it may also serve as a point of departure for studying the needs for the future.

HARRY M. SPARKS
Superintendent of Public Instruction

INTRODUCTION

Although the regulations of the Kentucky State Board of Education are published by the Legislative Research Commission in the form of a handbook called **Kentucky Administrative Regulations Service** the distribution of this publication is necessarily quite limited. The purpose of this Educational Bulletin is to give wider distribution of the regulations of the State Board of Education which relate to teacher education and certification.

This publication includes the regulations adopted by the State Board of Education through September, 1967. For the most part the statutes and regulations pertaining to teacher education and certification are presented without further explanation or comment. Throughout this Educational Bulletin the numerical references to the Kentucky Revised Statutes and to the State Board of Education regulations have been included as a part of the sub-titles. Occasionally explanatory material has been inserted within boxes in order to give further clarity to the actual regulations.

The regulations for the various types of certificates are published in mimeographed form for mass distribution as a part of the "guideline" series. The entire guideline series is included in Section VI. Each set of guidelines includes an introductory statement which is not a part of the actual regulations.

It should be noted that while the regulations for teacher education and certification are legally adopted by the Kentucky State Board of Education the decision making process which precedes this adoption is designed to insure a broad base of participation. The Council on Public Higher Education described on pages five and six has the legal responsibility for prescribing curricula for teacher education and for making recommendations to the State Board of Education for adoption. The Council has created an Advisory Committee on Teacher Education which takes the initiative for studying matters relating to teacher education and certification and for presenting proposals for the consideration of the Council on Public Higher Education. The Advisory Committee on Teacher Education is made up of 17 members including seven from

the state colleges and universities, three from the private colleges and universities, six from the teaching profession at large, and one from the State Department of Education who serves as secretary. Appropriate sub-committees are established from time to time to give intensive study to particular problems. Additional persons are added as members of the sub-committees as needed in order to provide appropriate representation and competence for the area to be studied. In practice the Advisory Committee on Teacher Education gives earnest consideration to any written proposal or request submitted to it by an individual or by an organized group.

Within the Kentucky State Department of Education the Division of Teacher Education and Certification has been assigned the responsibility for administering the regulations, procedures, and policies relating to teacher education and certification.

Sidney Simandle, Director
Division of Teacher Education and Certification

TABLE OF CONTENTS

	Page
Foreword	i
Introduction	ii

SECTION ONE

STATUTORY PROVISIONS RELATING TO TEACHER EDUCATION AND CERTIFICATION

A. Certification Required of School Employees.....	3
B. Authority for the Issuance, Renewal, and Revocation of Teacher Certification	3
C. Council on Public Higher Education.....	5
D. The Teacher Tenure Law	7
E. The Ranking of Teacher Qualifications.....	13

SECTION TWO

TEACHER CERTIFICATION PROCEDURES

A. Applications and Transcripts of Credits.....	19
B. Recognition of Teacher Preparation Completed in Out-of-State Institutions	20
C. Certification Review Committee	21
D. Teaching Experience	22
E. Reinstatement of Certificates	22
F. Experience in Armed Forces.....	23
G. Issuing Certificates for Ten-Year Periods.....	23
H. Plan for Releasing Teaching Certificates at Time of Graduation	24
I. Extended Validity of High School Teaching Certificates for Experimental Programs in Elementary Schools.....	25
J. Certificate Suspension for Violation of Contract	26
K. Personnel Qualifications for New School Positions.....	26

SECTION THREE

RANKING OF TEACHER QUALIFICATIONS UNDER THE FOUNDATION LAW

A. General Ranking Procedures.....	29
B. Equivalency Program for Rank II.....	30
C. Guidelines for a Rank I Classification Under the Foundation Law	31
D. Ranking Qualifications of Librarians.....	32
E. Ranking of Instructors in Trade and Industrial Education....	33
F. Ranking of Instructors in Distributive Education.....	33

SECTION FOUR

TEACHER EDUCATION PROGRAMS

A. Approval of Teacher Education Programs.....	37
B. Standards for Courses in Professional Education.....	39
C. Standards for Professional Laboratory Experiences.....	40
D. Commissions for Supervising Teachers	43
E. Graduate Study	45
F. General Regulations for Teacher Education Programs.....	48
G. Study by Correspondence and Extension.....	49

SECTION FIVE

THE COMPETENCY APPROACH TO THE PREPARATION OF PROFESSIONAL SCHOOL PERSONNEL

A. Competencies of the Teacher of Art.....	57
B. Competencies of the Teacher of Home Economics.....	57
C. Competencies of the Teacher of Industrial Arts.....	58
D. Competencies of the Music Teacher (12-Grade Music Teacher)	61

SECTION SIX
GUIDELINES FOR PROGRAMS
OF
TEACHER PREPARATION-CERTIFICATION

I. Guidelines for the Preparation-Certification of Elementary School Teachers	67
A. Provisional Elementary Certificate	68
B. Provisional Elementary Certificate with Professional Commitment	73
C. Competencies for the Standard Elementary Certificate	75
D. Standard Elementary Certificate—Guidelines in Effect up to September 1, 1967.....	76
E. Standard Elementary Certificate—Guidelines to Become Effective September 1, 1967.....	78
F. Agreements on General Education.....	80
G. Endorsement of Elementary School Certificates for Teaching at the Secondary Level.....	82
H. Recognition of Teacher Preparation Completed in Another State	83
I. Adjustment Period for Teacher Education Graduates	83
J. Certification of Teachers Prepared More Than Ten Years Before Making Application.....	84
K. How to Apply for Teacher Certification.....	85
II. Guidelines for the Preparation-Certification for Junior High School Teachers.....	86
A. Basic Beliefs Regarding the Preparation of Teachers for Junior High School Age Children.....	87
B. The Curriculum for Junior High School Teachers.....	88
C. Teaching Majors, Semi-Majors and Minors Approved for Junior High School Teachers.....	89
D. Validity, Renewal, and Effective Dates.....	91
E. Standard Junior High School Certificate	92
III. Guidelines for the Preparation-Certification for Secondary School Teachers	94
A. Provisional High School Certificate.....	95
B. Provisional High School Certificate for Vocational Agriculture	103

Page		Page
	C. Provisional High School Certificate for Vocational Home Economics	105
	D. Provisional High School Certificate with Professional Commitment	107
	E. Competencies for the Standard High School Certificate	109
67	F. Standard High School Certificate—Guidelines in Effect up to September 1, 1967.....	111
68	G. Standard High School Certificate—Guidelines to Become Effective September 1, 1967.....	112
73	H. Agreements on General Education Included in the Programs of Preparation for Elementary and Secondary Teachers.....	114
75	I. Endorsement for the Elementary School Level.....	116
76	J. Recognition of Teacher Preparation Completed in Another State	118
78	K. Adjustment Period for Kentucky Teacher Education Graduates	118
80	L. Certification of Teachers Prepared More Than Ten Years Before Making Application.....	119
82	M. How to Apply for Teacher Certification.....	120
83	IV. Guidelines for the Preparation-Certification of School Librarians	121
84	A. Competencies for School Librarians.....	122
85	B. Certification for Elementary School Librarians.....	122
	C. Certification for High School Librarians.....	124
	D. Standard Certificate for School Librarianship.....	125
86	V. Guidelines for the Preparation-Certification of Teachers of Exceptional Children.....	128
87	A. Teachers of the Educable Mentally Retarded.....	130
88	B. Teachers of the Trainable Mentally Retarded.....	131
89	C. Teachers of the Orthopedically Handicapped (Physically Handicapped)	131
91	D. Teachers of the Partially Seeing	132
92	E. Teachers of the Hard of Hearing	133
	F. Teachers of the Deaf	134
94	G. Speech and Hearing	135
95	H. Teachers of the Blind	136
	I. Teachers of the Neurologically Impaired	137
93	J. Teachers of the Emotionally Disturbed	139

	Page
K. Supervision of Special Education	140
L. Validity, Issuance, and Renewal of Special Education Certification	141
VI. Guidelines for the Preparation-Certification of School Leaders (effective until September 1, 1970)	144
A. Philosophy and Basic Assumptions Relating to the Preparation of School Leaders	145
B. General Competencies Essential for all Persons in any Position of Educational Leadership	148
C. Provisional Certification for Principalship	149
D. Provisional Certification for Supervision	152
E. Standard Certificate for School Leaders	154
F. Renewal Requirements for the Provisional Certificate for Superintendent	156
G. Adjustment Provisions	156
H. Preparation-Certification for Director of Pupil Personnel	157
APPENDIX I Information on Certificates in Administration and Supervision Issued Prior to 1959	159
VII. Guidelines for the Professional Certificate for School Administration and Supervision	163
A. Philosophy and Basic Assumptions Relating to the Preparation of School Leaders	167
B. General Competencies Essential for all Persons in any Position of Educational Leadership	169
C. Competency Statements for Specific Leadership Positions	171
D. Professional Certificate for School Administration and Supervision	174
E. The Elementary School Principal	175
F. The Secondary School Principal	177
G. Supervisor of Instruction	178
H. The Director of Pupil Personnel	180
I. The School Superintendent	182
J. Internship Plan for the Position of Assistant Principal	183
K. Internship Plan for the Position of Assistant Superintendent	184
L. Recognition of Preparation Completed in Teacher Education Institutions Outside the State of Kentucky	185

Page		Page
140	VIII. Guidelines for the Preparation-Certification of School	
	Business Administrators	186
141	A. Certification for School Business Administrators	186
	B. Criteria for the Unit of School Business Administrator	
	or Finance Officer	188
144		
	IX. Guidelines for the Preparation-Certification of Guidance	
145	Counselors and School Psychometrists	190
	A. Competencies for Guidance Counselors	192
148	B. Preparation-Certification for Guidance Counselors .	192
149	C. Preparation-Certification for School Psychometrist .	195
152	X. Certification for Trade and Industrial Education and for	
154	Distributive Education	198
	A. Certificates for Trade and Industrial Education;	
156	Distributive Education	198
156	B. The Ranking of Qualifications of Trades and Industrial	
	Personnel Employed in the Public Schools	202

SECTION SEVEN

EMERGENCY CERTIFICATE REGULATIONS

Emergency Certificate Regulations, 1967-68	205
--	-----

Section I

STATUTORY PROVISIONS RELATING TO TEACHER EDUCATION AND CERTIFICATION

A.

ers.
prog
train

Vac
inte
tion
Pub
min
sion
has
peri

of S
Und
posi
offic
issu
less

ing
crec

14, 7
and
coro

B

of a
offic
ploy
issu

STATUTORY PROVISIONS RELATING TO TEACHER EDUCATION AND CERTIFICATION

A. CERTIFICATION REQUIRED OF SCHOOL EMPLOYEES

157.250 Qualifications of Teachers; Special Training for Teachers. No person shall be employed to teach in any special education program authorized by KRS 157.230 unless he has had such special training as the State Board of Education may require.

160.350 Superintendent of Schools; Appointment; Term; Salary; Vacancy; Qualifications; Removal. (Excerpt) . . . Before any superintendent assumes his duties he shall present to the board of education that elected him a statement signed by the Superintendent of Public Instruction that he has been duly issued a certificate of administration and supervision issued in accordance with the provisions of law and which qualifies him to hold the position to which he has been elected, and he shall hold such certificate throughout the period of his employment. . . .

161.020 [4502-6; 4502-10; 4502-11; 4503-2] Certificates Required of School Employees; to be Filed; Validity of Certificates Issued Under Former Law. (1) No person shall be eligible to hold the position of superintendent, principal, teacher, supervisor, attendance officer, or other public school position for which certificates may be issued, or receive salary for services rendered in such position, unless he holds a certificate of legal qualifications for such position.

(2) No person shall enter upon the duties of a position requiring certification qualifications until his certificate has been filed or credentials registered with the board of education employing him.

(3) The validity of any certificate or license in force on June 14, 1934, is not impaired by the provisions of KRS 161.020 to 161.130, and such certificate or license shall be reissued or renewed in accordance with the terms of the law applying at the date of issue.

B. AUTHORITY FOR THE ISSUANCE, RENEWAL, AND REVOCATION OF TEACHER CERTIFICATION

161.030 [4502-1] Certification Authority. (1) The Certification of all superintendents, principals, teachers, supervisors, attendance officers and other administrative, supervisory or instructional employees is vested in the State Board of Education. All certificates issued under KRS 161.010 to 161.130 shall be issued in accordance

with the published rules and regulations of the State Board of Education through the Superintendent of Public Instruction.

(2) Certificates shall be issued, reissued and renewed to persons who have completed, at the state teachers colleges of Kentucky for white persons or at the College of Education of the University of Kentucky, the curricula prescribed by the Council on Public Higher Education and approved by the State Board of Education for the certificates.

(3) Certificates shall be issued to persons who have attended the state institutions for colored persons in accordance with law and in accordance with the rules and regulations of the State Board of Education.

(4) The State Board of Education shall approve the curricula of any standard college or university, or of any department thereof for the training of teachers, when the curricula comply with the rules and regulations of the State Board of Education and are equivalent to any or all the curricula prescribed for the state institutions for the issuance of certificates to students of the state institutions and when the institution has otherwise met the terms and conditions provided in KRS 161.010 to 161.130. Any student of such institution who has completed any of these curricula or the equivalent thereof, as approved by the State Board of Education, and who in addition thereto has completed the prescribed requirements for the issuance of certificates for teaching to students of the state institutions may, by the State Board of Education, be granted a certificate for teaching of the same validity and tenure as certificates issued to students completing like requirements in the state institutions.

161.035 Validity of Certificates Issued Prior to 1950. The validity of any certificate which is in force on June 30, 1950, shall not be impaired by the repeal of KRS 161.050 to 161.090 and such certificate shall be issued, renewed or extended in accordance with the terms of the law applying at the date of issue of such certificate.

161.040 General Qualifications for Certificates. — No person shall receive or hold any certificate who does not present evidence of good moral character and who is under eighteen (18) years of age.

161.100 [4502-5] Emergency Certificates. — When a district board of education satisfies the State Board of Education that it is impossible to secure qualified teachers for a position in a school

under the control of the district board, the State Board of Education may, on approval of the Superintendent of Public Instruction, issue emergency certificates to persons who meet the qualifications determined by the State Board of Education for emergency certificates. An emergency certificate shall be valid only for the specific job for which issued and for the current school term. The State Board of Education may require the passing of a written examination before an emergency certificate is issued. The examination shall be prepared and administered and the papers graded in the State Department of Education under the direction of the Superintendent of Public Instruction, in accordance with rules and regulations approved by the State Board of Education.

161.110 [4502-13] When Certificates to be Renewed.—The State Board of Education may renew any certificate for teaching or for holding administrative position which expires on June 30 of any year if renewal requirements have been completed and filed with the Superintendent of Public Instruction before September 1 of the year in which the certificate expires.

161.120 [4502-9] Revocation of Certificates. — Any certificate issued under KRS 161.010 to 161.110, or any certificate or license issued under any previous law to superintendents, principals, teachers, supervisors, attendance officers or other administrative, supervisory or instructional employees may be revoked by the State Board of Education, on the written recommendation of the Superintendent of Public Instruction, for immorality, misconduct in office, incompetency or willful neglect of duty. Before the certificate is revoked the defendant shall be given a copy of the charges against him and an opportunity, upon not less than ten days' notice, to be heard in person or by counsel.

Additional grounds for revocation of certificates, KRS 158.990, 159.990, 161.990.

Removal of school employees, KRS 156.110.

Suspension of certificates in case of breach of contract by teachers, KRS 161.780.

C. COUNCIL ON PUBLIC HIGHER EDUCATION

164.010 Council on Public Higher Education; Membership. There shall be a Council on Public Higher Education in Kentucky, to be composed of nine lay members appointed by the Governor and of the president or chief executive officer of each four-year state institution of higher education in the state. The nine lay members shall constitute the voting membership of the Council. They shall

be appointed for regular terms of four years, with the initial appointment of two members for one year, three members for two years, two members for three years and the remaining two members for four years. Any person holding either an elective or appointive state office or who is a member of the governing board of any state or private college or university in Kentucky shall be ineligible for membership or appointment on the Council during his membership or term of office. When the Council meets to consider curricula for teacher education, three persons who are from accredited institutions of higher learning, and who have been appointed by the Executive Committee of the Kentucky Association of Colleges, Secondary and Elementary Schools, shall be invited to meet with the Council in an advisory capacity.

164.020 Powers and Duties of the Council. The Council on Public Higher Education in Kentucky shall:

(1) Engage in analyses and research to determine the overall needs of higher education in the Commonwealth.

(2) Develop and transmit to the Governor comprehensive plans for public higher education which meets the needs of the Commonwealth. The plans so developed shall conform to the respective functions and duties of the state colleges and universities, the community colleges, and the University of Kentucky as provided by statute.

(3) Determine the amount of entrance and/or registration fees and approve the qualifications for admission to the public institutions of higher education. In determining the entrance and/or registration fees for non-Kentucky residents, the Council shall consider the fees required of Kentucky students by institutions in adjoining states, the resident fees charged by other states, the total actual per student cost of training in the institutions for which the fees are being determined, and the ratios of Kentucky students to non-Kentucky students comprising the enrollments of the respective institutions.

(4) Consider the requirements and review the budget requests of the institutions of public higher education as to their appropriate level of support considering the functions of the institutions and the anticipated available resources for higher education. The individual institutions' budget requests, including tuition and/or registration fee schedules for all categories of students, along with Council recommendations, shall be submitted to the Governor

through the Department of Finance not later than November 15 of each odd numbered year.

(5) Require such reports from the executive officer of each of such institutions as it deems necessary for the effectual performance of its duties.

(6) Publish annually a report of the educational and financial affairs of the institutions and disseminate other information relating to higher education.

(7) Approve all new professional schools and review and make recommendations to the Governor regarding proposed new community colleges and four-year colleges.

(8) Approve curricula for teacher education.

(9) Elect a chairman annually from the voting membership. The Council shall appoint an executive director and such staff as may be necessary; and their salaries shall be determined in the same manner as other state employees.

(10) Shall constitute the representative agency of the Commonwealth in all matters of higher education of a general and state-wide nature which are not otherwise delegated to one or more institutions of higher learning. Such responsibility may be exercised through appropriate contractual relationships with individuals or agencies located within or without the Commonwealth. The authority includes but is not limited to contractual arrangements for programs of research, specialized training, and cultural enrichment.

D. THE TEACHER TENURE LAW

161.720 Definitions for teachers' tenure law. (1) The term "teacher" for the purpose of KRS 161.720 to 161.810 shall mean any person for whom certification is required as a basis of employment in the public schools of the state with the exception of the superintendent.

(2) The term "year" as applied to terms of service means actual service of not less than seven school months within a school year; provided, however, that any board of education may grant a leave of absence for professional advancement with full credit for service.

(3) The term "limited contract" shall mean a contract for the employment of a teacher for a term of one year only or for that portion of the school year that remains at the time of employment.

(4) The term "continuing service contract" shall mean a contract for the employment of a teacher which shall remain in full

force and effect until the teacher resigns or retires, or reaches the age of 65, or until it is terminated or suspended as provided in KRS 161.790 and 161.800.

(5) The term "continuing status" means employment of a teacher under a continuing contract.

(6) The term "standard" or "college" certificate for the purpose of KRS 161.720 to 161.810 shall mean any certificate issued upon the basis of graduation from a standard four-year college (1942, c. 113, § 1; 1944, c. 98; 1964, c. 41, § 1)

161.721 Superintendent Eligible for Continuing Contract Status. The superintendent shall be eligible for continuing contract status when he meets all requirements prescribed in KRS 161.720 to 161.810 for continuing contract for teachers. (1944, c. 98)

161.730 Limited or continuing contracts with teachers required. Each board of education shall enter into written contracts, either limited or continuing, for the employment of all teachers. (1942, c. 113, § 2; 1944, c. 98; 1964, c. 41, § 2)

161.740 Eligibility for continuing service status; reemployment of those eligible; transfer teachers; reinstatements after war service.

(1) Teachers eligible for continuing service status in any school district shall be those teachers who meet qualifications listed in this section:

(a) Hold a standard or college certificate as defined in KRS 161.720;

(b) When a currently employed teacher is recommended for reemployment after teaching four consecutive years in the same district, or after teaching four years which shall fall within a period not to exceed six years in the same district, the year of present employment included, the superintendent shall recommend said teacher for a continuing contract, and, if the teacher is employed by the board of education, a written continuing contract shall be issued.

(c) When a teacher has attained continuing contract status in one district and becomes employed in another district, said teacher shall resume probationary status and shall become eligible for continuing contract status only upon fulfilling the requirements of KRS 161.740 (1) (a) and (b).

(d) Service credit toward a continuing contract shall begin only when a teacher is properly certified as defined in KRS 161.720 (6).

(2) Any teacher or superintendent who has been or may be hereafter inducted into the armed forces of this country, shall at the expiration of such service be reemployed or reinstated in a comparable position as of the beginning of the next school year, provided application is made at least thirty days before the opening of school, unless physically or mentally incapacitated according to medical notations on official discharge papers. Vacancies created by military leaves shall be filled by teachers or superintendents employed by the board of education under a limited contract of one year or less. (1942, c. 113, § 3; 1944, c. 98; 1954, c. 60; 1964, c. 41, § 3)

161.750 Limited contracts; teacher reemployed unless notified.

(1) A written limited contract shall be entered into by each board of education with each teacher who is not eligible for a continuing contract as defined in KRS 161.740.

(2) Any teacher employed under a limited contract and ineligible for a continuing contract shall at the expiration of such limited contract be deemed reemployed under the provisions of KRS 161.720 to 161.810 for the succeeding school year at the same salary plus any increment or decrease or provided by the salary schedule, unless the employing board shall give such teacher written notice on or before the fifteenth day of May of its intention not to reemploy him. Such teacher shall be presumed to have accepted such employment, unless he shall notify the board of education in writing to the contrary on or before the fifteenth day of June, and a written contract for the succeeding year shall be executed accordingly. (1942, c. 113, § 4; 1944, c. 98; 1964, c. 41, § 4)

161.760 Salaries of teachers, notice; reductions and increase; assignment of personnel. (1) Each board of education shall cause notice to be given annually not later than July 1 to each teacher who holds a contract valid for the succeeding school year, stating the best estimate as to the salary to be paid such teacher during such year. Such salary shall not be lower than the salary paid during the preceding school year unless such reduction be a part of a uniform plan affecting the entire district, or unless there is a reduction or elimination of extra service, administrative and/or supervisory duties and responsibilities of the teacher or other certified personnel. But nothing herein shall prevent increases of salary after the board's annual notice has been given. All teachers who refuse assignment shall notify the superintendent in writing

not later than July 15. Reassignment of certificated personnel after July 15 shall be made only to fill vacancies created by illness, death or resignations; to reduce or increase personnel because of a shift in school population; to make personnel adjustments after consolidation or merger; to assign personnel according to their major or minor fields of training.

(2) Upon recommendation of the superintendent and approval of the board of education reduction of responsibility for a teacher may be accompanied by a corresponding reduction in salary; provided that written notification setting forth the reason or reasons for such reduction shall be furnished the teacher not later than May 15.

(3) Employment of a teacher, under either a limited or a continuing contract, is employment in the school district only and not in a particular position or school. (1942, c. 113, § 5; 1944, c. 98; 1964, c. 41, § 5)

161.770 Leaves of Absence. Upon written request of a teacher or superintendent, a board of education may grant a leave of absence for a period of not more than two consecutive school years for educational or professional purposes, and shall grant such leave where illness, maternity or other disability is the reason for the request. Upon subsequent request, such leave may be renewed by the board. Without request, a board of education may grant similar leave of absence and renewals thereof to any teacher or superintendent because of physical or mental disability, but such teacher or superintendent shall have the right to a hearing on such unrequested leave of absence or its renewal in accordance with the provisions for hearing an appeal in KRS 161.790. Upon the return to service of a teacher or superintendent at the expiration of a leave of absence, he shall resume the contract status which he held prior to such leave. (1942, c. 113 § 6; 1944, c. 98)

161.780 Termination of Contract by Teacher or Superintendent. No teacher or superintendent shall be permitted to terminate his contract within thirty days prior to the beginning of his school term without the consent of the board; any such teacher or superintendent shall be permitted to terminate his contract at any other time when schools are not in session by giving five days' written notice to the employing board of education. Upon complaint by the employing board to the State Superintendent of Public Instruction and after investigation by him, the certificate of a teacher or super-

intendent terminating his contract in any other manner than provided in this section may be suspended for not more than one year (1942, c. 113, § 7; 1944, c. 98)

161.790 Termination of contract by board; causes for; procedure; suspension pending trial; appeal. (1) The contract of a teacher shall remain in force during good behavior and efficient and competent service by the teacher and shall not be terminated except for any of the following causes:

(a) Insubordination, including but not limited to 1. violations of lawful rules and regulations established by the local board of education for the operation of schools, and 2. refusal to recognize or obey the authority of the superintendent, principal, or any other supervisory personnel of the board in the performance of their duties;

(b) Immoral character or conduct unbecoming a teacher;

(c) Physical or mental disability;

(d) Inefficiency, incompetency, or neglect of duty, when a written statement identifying the problems or difficulties has been furnished the teacher or teachers involved.

(2) (a) Charges on the above causes shall be supported by written records of teacher performance by the superintendent, principal, or other supervisory personnel of the board.

(b) Marriage of a teacher shall not be cause for termination of the contract.

(3) No contract shall be terminated except upon recommendation of the superintendent and unless the teacher is furnished with a written statement, specifying in detail the charge or charges against said teacher, signed by the chairman and secretary of the board of education and naming a date and place at which the teacher may appear before the board of education and answer said charge or charges. Said date for the hearing shall not be less than twenty nor more than thirty days after the service of such charges upon the teacher. The teacher shall within ten days after the receipt of the written statement of such charges notify the board of education of his intention to appear and answer such charges, and upon failure of the teacher to give such notice, the board of education may dismiss the teacher by a majority vote and such dismissal shall be final.

(4) Upon receipt of the teacher's notice of intention to appear and answer such charges, the board of education shall issue such subpoenas as shall be necessary for the determination of the issues

involved. The issue shall be heard at the time and place set and the hearing shall be public or private at the discretion of the teacher. Both parties may be represented by counsel and may require the presence of witnesses upon subpoena. Each witness shall be required to take oath or affirmation before an officer of the board of education. The board of education shall provide for a stenographic report of the proceedings and furnish the teacher with a copy. Upon completion of both sides of the case the board of education may by a majority vote dismiss the teacher or may defer its action for not more than five days.

(5) The board of education may, on recommendation of the superintendent, suspend a teacher pending final action to terminate his contract if, in its judgment, the character of the charges warrants such action. If after the hearing the decision of the board is against termination of the contract, the suspended teacher shall be paid his full salary for the period of such suspension.

(6) The teacher shall have a right to make an appeal both as to law and as to fact to the circuit court. If said appeal is not made within thirty days after dismissal, then the decision of the board of education shall be final. Such appeal shall be an original action in said court and shall be commenced by the filing of a petition against such board of education, in which petition the facts shall be alleged upon which the teacher relies for a reversal or modification of the order of termination of contract. Upon service or waiver of summons in said appeal, such board of education shall forthwith transmit to the clerk of said court for filing a transcript of the original notice of charges and a transcript of all evidence adduced at the hearing before such board, whereupon the cause shall be at issue without further pleading and shall be advanced and heard without delay. The court shall examine the transcript and record of the hearing before the board of education and shall hold such additional hearings as it may deem advisable, at which it may consider other evidence in addition to such transcript and record. Upon final hearing, the court shall grant or deny the relief prayed for in the petition as may be proper under the provisions of KRS 161.720 to 161.810 and in accordance with the evidence adduced at the hearing. Either the teacher or the board of education may appeal from the action of the court to the Court of Appeals. (1942, c. 113, § 8; 1944, c. 98; 1964, c. 41, § 6)

161.800 Suspension of Contracts on Reducing Number of Teachers. When by reason of decreased enrollment of pupils, or by

and
ach-
the
re-
board
eno-
th a
edu-
refer

reason of suspension of schools or territorial changes affecting the district, a board of education decides that it will be necessary to reduce the number of teachers, it shall have full authority to make reasonable reduction. But, in making such reduction, the board shall proceed to suspend contracts in accordance with the recommendation of the superintendent of schools who shall, within each teaching field affected, give preference to teachers on continuing contracts and to teachers who have greater seniority. Teachers whose continuing contracts are suspended shall have the right of restoration in continuing service status in the order of seniority of service in the district if and when teaching positions become vacant or are created for which any of such teachers are or become qualified. (1942, c. 113, § 9; 1944, c. 98)

both
not
the
final
peti-
acts
l or
vice
hall
cript
ence
ause
and
and
hold
may
ord.
yed
KRS
uced
may
942,

161.810 Continuance of Status in Case of Annexation or Consolidation of Schools. If an entire school district or that part of a school district which comprises the territory in which a school or schools are situated is transferred to any other district, or if the schools in an independent or county school district are consolidated or centralized, the teachers in such consolidated or centralized schools employed on continuing contracts immediately prior to such transfer, consolidation, or centralization shall, subject to the limitations imposed by KRS 161.800, have continuing service status in the newly centralized or consolidated school, or in the district to which the territory is transferred. (1942, c. 113, § 10; 1944, c. 98)

E. THE RANKING OF TEACHER QUALIFICATIONS

ause
and
and
hold
may
ord.
yed
KRS
uced
may
942,

157.390 Classification of Teachers; procedure for determination of amounts for teachers salaries, and other expenses. (1) (a) The Superintendent of Public Instruction, under regulations of the State Board of Education, shall classify teachers in rank as follows:

Rank I. Those holding regular certificates and who have a master's degree and who have earned thirty semester hours of additional approved graduate work, and those teachers who, as of September 1, 1962, were included in Rank I, having earned twenty-four semester hours of additional approved graduate work.

Rank II. Those holding regular certificates and who have a master's degree or its equivalent.

Rank III. Those holding regular certificates and who have an approved four-year college degree or the equivalent.

Rank IV. Those holding certificates and who have ninety-six to one hundred and twenty-eight semester hours of approved college training or the equivalent; provided, however, that persons holding emergency certificates shall not be classified higher than this rank for calculation of the amount to be included in the foundation program.

Rank V. Those holding certificates and who have sixty-four to ninety-five semester hours of approved college training or the equivalent.

Rank VI. Those holding certificates and who have thirty-two to sixty-three semester hours of approved college training or the equivalent; provided, however, that effective July 1, 1965, no teacher in Rank VI shall be included in calculating the amount to be included in the foundation program.

Rank VII. Those holding certificates and who have fewer than thirty-two semester hours of approved college training, or the equivalent; provided, however, that effective July 1, 1964, no teacher in Rank VII shall be included in calculating the amount to be included in the foundation program.

(b) In determining ranks, the Superintendent of Public Instruction, under regulations of the State Board of Education, shall classify teachers who hold valid certificates in the respective ranks according to approved college semester hours of credit. The Superintendent of Public Instruction, in defining preparation for certain types of vocational teachers as equivalent to college training, shall give consideration to apprenticeship training and industrial experience.

(2) The amount to be included in the 1966-67 school year in the foundation program of a district for teachers' salaries shall be determined by multiplying the number of teachers in each rank, not to exceed the number of classroom units allowed, by the amount set forth in the following schedule for each rank:

Rank	I	II	III	IV	V
Experience					
0-3 Years	\$5300	\$5000	\$4700		
4-9 Years	5550	5250	4950		
10 Years & Over	5650	5350	5050		
				2900	
					2600

Beginning with the school year 1967-68, the amount to be included in the foundation program of a district for teachers' salaries shall be determined by multiplying the number of teachers in each rank, not to exceed the number of classroom units allowed, by the amount set forth in the following allotment schedule for each rank:

Rank	I	II	III	IV	V
Experience					
0-3 Years	\$5550	\$5250	\$4950		
4-9 Years	6050	5750	5450		
10 Years & Over	6200	5900	5600		
				2900	
					2600

Provided, the amount to be included for vocational units, supervisory units, and units for administrators, directors of pupil personnel and special instructional services shall be increased proportionately if the personnel for such units are employed for longer than the regular school term and such employment is approved by the Superintendent of Public Instruction under regulations of the State Board of Education. Where the actual number of teachers employed by the district varies from the number allowed under the provisions of KRS 157.310 to 157.440, the ratio that the number of teachers actually in each rank is to the total number of teachers employed.

(3) The amount to be included in the foundation program for other current expenses shall be determined by multiplying the number of classroom units by nine hundred dollars.

(4) The amount to be included in the foundation program for capital outlay shall be determined by multiplying the number of classroom units by six hundred dollars.

(5) The amount to be included in the foundation program of each district for transportation shall be determined by multiplying the aggregate attendance of transported children by the allowable cost per pupil per day for that district determined in accordance with the provisions of KRS 157.370.

(6) The total cost of the foundation program for each district shall be the sum of the allotments in subsections (2), (3), (4), and (5) of this section.

157.420 Restrictions Governing Expenditure of Funds from Foundation Program Fund. Public school foundation program funds made available to the credit of each district during any year, together with the funds required from local tax effort, shall be received, held and expended by the district board, subject to the provisions of law and regulations of the State Board of Education. The following restrictions shall govern the expenditure of funds from the public school foundation program fund:

(1) The teachers' salaries allotment for each district from the public school foundation program fund and from local sources shall be used only for teachers holding properly authorized certificates. The average salary paid any rank of teachers shall be at least equivalent to the public school foundation program fund allotment for that rank as established in subsection (2) of KRS 157.390, and no teacher shall be paid less than ninety-five percent of the public school foundation program fund allotment for that rank, provided, however, that no teacher in Rank III shall be paid less than \$4500 for full-time service during the regular school year.

rom
nds
ear,
be
the
ion.
nds

rom
rces
tifi-
east
ment
and
blic
ded,
500

Section II

TEACHER CERTIFICATION PROCEDURES

It should be emphasized that the approved program approach to certification is followed in Kentucky. An applicant for teacher certification must complete the curriculum for a specific professional position as offered in a teacher education institution which has been approved by the State Department of Education.

The regulations in this section relate to the mechanics of the certification process.

...in the ... of the ...
...the ... of the ...
...the ... of the ...
...the ... of the ...
...the ... of the ...

...the ... of the ...
...the ... of the ...
...the ... of the ...
...the ... of the ...
...the ... of the ...

TEACHER CERTIFICATION PROVISIONS

It should be emphasized that the approved program ...
...is followed in Kentucky. An applicant for teacher
...must complete the certification for a specific grade
...as shown on the ...
...has been approved by the State Department of Education.

The regulations in this section relate to the ... of the
...process.

TEACHER CERTIFICATION PROCEDURES

A. APPLICATIONS AND TRANSCRIPTS OF CREDITS

42.005

1. Application for Certificate must be made upon forms prepared by the Department of Education. The application form will be mailed upon request.
2. No certificate shall be issued to an applicant until written application has been made upon forms furnished by the State Department of Education, and official transcript has been filed showing all college credits earned up to the time application is made.
3. Each applicant for a certificate must be recommended by a school official and the signature of the recommending officer shall be on the application. [The recommendation will be to the effect that the applicant has completed a program of preparation for the appropriate certificate as approved by the State Department of Education.]
4. All certificates shall be issued as of July 1 of the first school year for which the certificates are initially valid provided requirements have been completed by September 1 of the first year of the validity period, and shall expire on June 30 of the year in which the validity period ends. If requirements for a certificate are completed after September 1 of the school year for which the certificate is to be initially valid, the certificate shall be issued as of the date the requirements were completed and shall expire on June 30 of the year in which the validity period ends.
5. Time Limit for Renewals—Any certificate for teaching or for holding an administrative position, which expires June 30, of any year, may be renewed provided renewal requirements have been completed and filed with the Superintendent of Public Instruction before September 1, of the year in which the certificate expires; provided, further, that the certificate shall be renewed as of July 1, of the year in which it expires.
6. Official transcripts of credits are transcripts that are certified by the registrar of the institution in which college training was done or in which training was validated.

7. Recommendations by the official certifying the transcript shall state that, as far as the applicant's record in that institution is concerned, the certificate should be granted.
8. Transcripts of credits shall show the applicant's field of preparation by giving a summary of major and minor fields with the credit earned in each major or minor field.
9. Transcripts of college credits shall show that the applicant has completed all college entrance requirements.
10. Transcripts of credits of all applicants for certificate shall show the quality of work done (average point standing) by the applicant in college shall be as high as the minimum quality maintained for graduates of the college certifying the transcript.
11. Official transcripts shall show only the work for which the college gives the applicant full credit toward graduation in the institution certifying the transcript.
12. Official transcripts shall state whether the quality (average point of standing) of work done by the applicant is equal to the quality of work which the institution certifying the credit will accept toward graduation.

**B. RECOGNITION OF TEACHER PREPARATION COMPLETED
IN OUT-OF-STATE INSTITUTIONS**

42.005

1. A certificate may be issued to a person educated in an accredited institution outside of Kentucky when he has completed a curriculum substantially equivalent to the curriculum required for the issuance of the certificate applied for, and has completed all general requirements for certificates in Kentucky.
2. In the transfer of credits from an out-of-state college, a deficiency of not more than 10 per cent may be permitted except in supervised teaching, or its equivalent, in the issuance of a certificate. In issuing a certificate on a deficiency no entire subject area should be eliminated.
3. A person who is qualified for a certificate in another state based on a four-year curriculum completed in a college ac-

credited by a national or a regional accrediting agency may be issued a comparable certificate in Kentucky, provided that the decision relative to additional work to be taken to satisfy deficiencies shall be left to the discretion of the Division of Teacher Education and Certification.

4. A certificate issued with stipulated course deficiencies may be limited to two years.

Also, see pages 84 and 119 for regulations relating to the recency of preparation.

C. CERTIFICATION REVIEW COMMITTEE

42.005

1. In handling certificate applications from career teachers from other states the Division of Teacher Education and Certification should process the application in accordance with the certification regulations and identify course deficiencies whenever they are indicated.
2. A Certification Review Committee shall be appointed by the State Superintendent of Public Instruction for the purpose of reviewing each case referred to it by the Division of Teacher Education and Certification and shall have the prerogative of waiving any or all course deficiencies for teachers who present evidence of competency as required by the board.
3. The Certification Review Committee shall have the prerogative of choosing the manner in which the competency is to be determined—from written evidence presented by the teacher, by personal interview, referral from interviews by specialists, referral from standardized testing, etc.

CERTIFICATE RENEWAL AND REINSTATEMENT

D. TEACHING EXPERIENCE

42.825

1. If a teacher holds a certificate which may be renewed upon basis of teaching experience, such experience as a substitute teacher may be counted toward the renewal of a certificate provided that
 - a. The holder of the certificate has been employed officially by the board of education as a substitute teacher;
 - b. Is paid by the board of education;
 - c. Substitutes some in each semester of the school year totaling no less than 30 days in the total school term;
 - d. Out of the three years experience required for the renewal no more than two years may be satisfied by substitute teaching;
 - e. Such experience shall not be counted toward extending a certificate for life unless the teacher actually teaches more than half of the term in each school year submitted for the purpose of renewing the certificate;
 - f. The holder has participated in in-service conferences to which he has been invited by the local superintendent.
2. The Superintendent of Public Instruction shall approve the types of experiences which may be accepted under the law and regulations of the State Board of Education in renewing certificates.

E. REINSTATEMENT OF CERTIFICATES

42.821

1. Regular certificates may be reinstated for one year by the Superintendent of Public Instruction upon application by the holder and recommendation by the local school superintendent, provided that the holder has earned not less than one-third of the college credits required for renewal of this certificate, and provided that this reinstatement regulation applies only one time to each holder, and provided, further, that this regulation shall apply only to those cases in which there is no other way by which the holder may keep this certificate valid.

2. During the teacher shortage, regular certificates may be re-instated annually on the basis of experience, provided the holder is eligible to retire under the provisions of the Kentucky Retirement System and has not reached compulsory retirement age.

F. EXPERIENCE IN ARMED FORCES

42.826

1. Experience in the armed forces of the United States of America subsequent to July 1, 1940, may be substituted for teaching experience in the renewal of any certificate which may be renewed upon teaching experience, provided the applicant held a valid certificate at the time he entered the armed forces of the U. S. A.
2. If the holder of a valid certificate enters the armed forces of the U. S. A. after July 1, 1940, the certificate in force at the time the holder entered the armed forces of the U. S. A. shall continue in force after the holder has been discharged from the armed forces for the same period of time for which it was valid at the time he entered the armed forces of the U. S. A.

G. ISSUING CERTIFICATES FOR TEN-YEAR PERIODS

42.882

1. Beginning July 1, 1958 Provisional Elementary Certificates and Provisional High School Certificates issued upon completion of the four-year program of preparation as prescribed by the State Board of Education shall be valid on a continuing basis, provided that the certificate is registered at the end of each ten-year period in the Division of Teacher Education and Certification of the State Department of Education on evidence of three years of teaching experience or 12 semester hours of additional graduate work (4 semester hours for each of the three years the holder of the certificate fails to teach). The Standard Elementary Certificates and Standard High School Certificates issued upon completion of the five-year program of preparation as prescribed by the State Board of Education shall be valid on a continuing basis, provided that the certificate is registered at the end of each ten-year period in the Division of Teacher

Education and Certification of the State Department of Education on evidence of two years of teaching experience or 12 semester hours of graduate work (6 hours for each of the two years the holder of the certificate fails to teach), and provided that the certificate may become permanent or "life" upon three years of teaching experience.

2. Consistent with this plan, the following current certificates may be renewed for ten-year periods:
 - a. Provisional and Standard Elementary and secondary teaching certificates number 10,000 or above when the holder has a bachelor's degree;
 - b. Provisional High School Certificates numbered below 10,000 when the holder has a degree;
 - c. Librarian certificates;
 - d. Special education certificates.
3. All conflicting regulations are amended to conform to the provisions of this regulation.

Beginning September 1, 1966, the various provisional teaching certificates issued to become effective from July 1, 1967 and thereafter shall be valid for a period of ten years and shall be renewed only upon completion of a planned fifth year program of college preparation. The specific regulations are included in the requirements for the respective certificates.

H. PLAN FOR RELEASING TEACHING CERTIFICATES AT TIME OF GRADUATION

42.008

1. The Division of Teacher Education and Certification may operate a program by which teaching certificates for persons who are finishing the four-year program of teacher education and the bachelor's degree may be prepared in advance for release to the individuals by the teacher education institution at the time of graduation. In operating the program, the following guidelines shall be observed:

- a. The plan shall be limited to applicants for the Provisional Elementary Certificate or the Provisional High School Certificate who are completing the four-year program of preparation and the bachelor's degree.
 - b. The individual certificate application forms shall be prepared in the usual manner but they shall be submitted to the Division of Teacher Education and Certification at least 30 days prior to the date of graduation.
 - c. As an act of mutual trust, the teacher education institution shall agree to release the teaching certificates to the qualified applicants only after the requirements have been completed and to withhold the certificates of any applicants who fail to qualify as expected and return them immediately to the Division of Teacher Education and Certification on the date of graduation. The Division of Teacher Education and Certification shall then return to the teacher education institution the certificate application forms for the applicants who failed to qualify.
2. Any State Board regulation regarding the filing of application forms or transcripts of credits which are in conflict with this plan may be waived.

I. EXTENDED VALIDITY OF HIGH SCHOOL TEACHING CERTIFICATES FOR EXPERIMENTAL PROGRAMS IN ELEMENTARY SCHOOLS

42.842

A school district which plans an experimental program in new patterns of organization or instruction in the elementary school may assign experienced high school teachers to serve at the elementary school level in the experimental program provided:

- (1) The school superintendent submits to the Head of the Bureau of Instruction before July 15 a written report of the experimental program which shows the need for using successful high school personnel in the program.
- (2) A commitment is made by the school superintendent to submit a progress report at end of midterm (presumably by February 1), which includes an evaluation of the effectiveness of the teaching assignment.

- (3) The proposal receives written approval by the Head of the Bureau of Instruction prior to the opening of the school term.

The qualifications of the high school teachers assigned to the experimental program will be ranked on the basis of their preparation and their high school certificates.

J. CERTIFICATE SUSPENSION FOR VIOLATION OF CONTRACT 8.091

Whenever a local school district desires redress as provided in Section KRS 161.780, the board of education shall submit a written complaint to the State Superintendent of Public Instruction requesting the suspension of the certificate held by the teacher in question and setting forth the facts of the case. The complaint shall be accompanied by a true copy of the contract which was signed by the teacher in question and an extract from the minutes of the local board of education showing the action of employment of the teacher.

Upon receipt of the request for certificate suspension, the Superintendent of Public Instruction shall notify the teacher by mail of the complaint and give the teacher opportunity to show cause why the certificate should not be suspended. After due investigation, the Superintendent of Public Instruction may take action regarding the suspension of the teaching certificate.

K. PERSONNEL QUALIFICATIONS FOR NEW SCHOOL POSITIONS 42.510

The Superintendent of Public Instruction shall be authorized to determine the qualifications and certification requirements for positions in which no program of preparation-certification has been established by the Kentucky State Board of Education.

Section III

RANKING OF TEACHER QUALIFICATIONS UNDER THE FOUNDATION LAW

The regulations in this section have been established in order to implement the provisions of the Foundation Law for education. The process of ranking teacher qualifications is designed for the purpose of determining the amount of state aid funds which should be distributed to each participating local school district. Accordingly, the "rank" of a teacher does not correspond precisely to the relative position of a teacher on a local salary schedule.

In order to carry out the provisions of the Foundation Law certain deadline dates have been established with respect to the earning and reporting of college credits for ranking purposes. Also, as provided in the statutes, equivalency plans have been established for teachers of trades and industrial education.

RANKING OF TEACHER QUALIFICATIONS UNDER THE FOUNDATION LAW

A. GENERAL RANKING PROCEDURES

42.850

1. The Division of Teacher Education and Certification shall maintain and evaluate transcripts of college credits which are supplied by the respective college authorities upon request of the individual teacher and shall certify the qualification ranks of teachers to the Division of Statistical Services for purposes of determining amount allocated for teachers' salaries.
2. It shall be the responsibility of the individual teacher employed in the public schools to place on file all transcripts of approved college credits that affect qualification ranks in the office of the local superintendent and in the Division of Teacher Education and Certification.
3. The Division of Teacher Education and Certification shall base its ranking of teacher qualifications on verifiable records in its own possession, and may install a system of machine operation which will permit a continuous and up-to-date record of all teacher qualifications.
4. The deadline for earning credits to be counted in ranking shall be September 1 of the year in which ranking takes place. The deadline for filing credits for ranking purposes in the office of Teacher Education and Certification shall be December 1. (The qualifications of the teachers employed on October 1 will determine the rank for the unit for the total school year. The qualifications of a teacher who is teaching on February 1 in a position which has been left vacant the first half of the year will determine the rank of the one-half unit.)
5. The Division of Teacher Education and Certification shall rank only those teachers who hold valid certificates (regular or emergency).
6. "Equivalency" as used in KRS 157.390 (1) of the Foundation Program Act shall be used in determining ranks of librarians and of vocational teachers of distributive occupations and

trades and industries and teachers of the deaf and other classifications as may be determined by the State Board of Education.

7. A maximum of 67 semester hours of credit may be accepted for ranking purposes from an accredited junior college. This maximum shall include work earned in a senior college prior to the last date on which credits were earned in the junior college.
8. Beginning July 1, 1961, the Division of Teacher Education and Certification shall rank the qualifications of each teacher at the time the certificate is issued and shall report the rank to the teacher and to the Division of Statistical Services. When a teacher whose qualifications have been ranked prior to or subsequent to July 1, 1961, submits sufficient credits for a change in rank, the Division of Teacher Education and Certification shall report such change to the teacher and to the Division of Statistical Services.

B. EQUIVALENCY PROGRAM FOR RANK II

42.850

1. The applicant for the program of equivalency for Rank II shall hold a Provisional High School Certificate or Provisional Elementary Certificate based upon the bachelor's degree program and shall complete the following:
 - a. A total of 36 semester hours of work planned by the college with each applicant on basis of his or her background of preparation;
 - b. Completion of a minimum of 12 semester hours of academic work of graduate credit;
 - c. Completion of 12 semester hours of graduate or undergraduate work in professional or academic courses as determined by the institution;
 - d. Completion of at least 12 semester hours of professional credit—graduate or undergraduate;
 - e. Maintain an over-all standing of at least 3 on a 4 point scale for the fifth year of work.

2. When an institution initiates the equivalency program, the Division of Teacher Education and Certification will be informed and the guidelines the institution plans to follow will be filed with the State Department of Education. The institution must make the final recommendation for Rank II.

The Equivalency Program for Rank 2 as stated above is scheduled to be repealed. It will be superseded by a new fifth year program which will be officially announced before July 1, 1968.

C. GUIDELINES FOR A RANK I CLASSIFICATION UNDER THE FOUNDATION LAW

42.855

1. Teacher education institutions desiring to offer programs leading toward a Rank I classification for teachers under the Foundation Law shall submit their guidelines for Rank I programs to the State Department of Education for approval.
2. For a Rank I classification under the Foundation Law the 30-semester-hour program of graduate study shall be planned in consultation with the student's adviser at the graduate school attended and shall be related to the professional needs of the teacher.
3. The appropriate official designated by the teacher education institution shall certify to the State Department of Education when the curriculum requirements have been completed for the Rank I program at the institution.
4. Of the 30-semester-hour program at least 15 semester hours shall be taken at the college making the recommendation. The remaining 15 semester hours credit may be taken at the same institution or, upon approval of the college adviser, at other institutions.
5. All course work for Rank 1 shall carry graduate credit and at least 15 semester hours credit shall be from courses open only to graduate students. An academic standing of "B" shall be

required on the 30 semester hours submitted for Rank I and no credit shall be accepted for courses carrying a grade lower than "C".

6. Twenty-four out of a total of 60 semester hours completed in a combination of the master's degree program and the 30-semester-hour program shall be in the candidate's major, or minor, or area of preparation or in supporting courses from other disciplines as approved by the institution, including such courses as the behavioral sciences, the social sciences, philosophy, the humanities and communications.
7. All guidelines except (6) are applicable not only to the programs for elementary and secondary teachers for Rank I but also for preparation-certification programs for school leaders, guidance counselors, librarians, and school psychometrists—effective September 1, 1962.
8. A person who has completed a specialists degree in education with a total of 30 semester hours of graduate work or a specialists program such as in reading, special education, and similar special programs with a total of 30 semester hours of graduate work or a doctorate shall qualify for Rank I.

D. RANKING QUALIFICATIONS OF LIBRARIANS

42.880

1. In determining qualifications for ranking purposes, the graduate professional Bachelor's Degree in Library Science which was granted on basis of a year of advanced study in library science beyond the first baccalaureate degree shall be considered the equivalent of a master's degree.
2. Also, when 30 semester hours of credit in library science earned beyond the usual baccalaureate degree were completed prior to September 1, 1957, in an institution not offering an advanced degree in library science, or in an institution at the time it was in the transition of graduate programs in library science, this credit shall be considered for ranking purposes as equivalent to the master's degree.

E. RANKING OF INSTRUCTORS IN TRADE AND INDUSTRIAL EDUCATION

42.860

- Rank II Those holding a four-year Trade and Industrial Certificate and who have completed eight semester hours of approved training courses in the field of Trade and Industrial Education after receiving the four-year certificate, or those holding a four-year Trade and Industrial Education Certificate and a bachelor's degree.
- Rank III Those teachers holding a regular one-year Trade and Industrial Education Certificate to teach a specific trade based on high school graduation or equivalent plus three years' trade experience as a recognized journeyman beyond the learners level in the trade to be taught.

F. RANKING OF INSTRUCTORS IN DISTRIBUTIVE EDUCATION

42.870

- Rank II Those holding a regular four-year Distributive Education Certificate and who have completed eight semester hours in approved courses in college subjects after receiving the four-year certificate, or those holding a four-year Distributive Education Certificate and a bachelor's degree.
- Rank III Those holding a regular one-year Distributive Education Certificate based upon high school graduation or equivalent plus a minimum of three full years' experience as an employee in a distributive occupation.

THE HISTORY OF THE UNITED STATES OF AMERICA

1776

Chapter II. The Declaration of Independence. The Continental Congress, on the 4th of July, 1776, declared the United States to be a free and independent nation, and that they were united in a firm and unalterable alliance with each other.

Chapter III. The Constitution. The Constitution of the United States was adopted on the 17th of September, 1787, and went into effect on the 1st of March, 1789.

THE HISTORY OF THE UNITED STATES OF AMERICA

1776

Chapter II. The Declaration of Independence. The Continental Congress, on the 4th of July, 1776, declared the United States to be a free and independent nation, and that they were united in a firm and unalterable alliance with each other.

Chapter III. The Constitution. The Constitution of the United States was adopted on the 17th of September, 1787, and went into effect on the 1st of March, 1789.

Section IV

TEACHER EDUCATION PROGRAMS

This section is directed primarily to teacher education institutions. Included are the standards and regulations which have evolved over a period of more than thirty years of study and experience through the cooperative decision making processes which have been in effect.

Any new proposal or suggestion for revision should be directed to the Advisory Committee on Teacher Education of the Council on Public Higher Education. Additions and changes are made only after thorough study by the Advisory Committee on Teacher Education (and its sub-committees), approval by the Council on Public Higher Education, and adoption into regulations by the State Board of Education.

Section IV

TEACHER EDUCATION PROGRAMS

This section is directed primarily to teacher education institutions. It includes the standards and regulations which have been adopted for a period of more than thirty years of study and experience through the cooperative action making progress which has been in effect.

Any new proposal or suggestion for revision should be directed to the Advisory Committee on Teacher Education of the Council on Higher Education. Additional and changes are made only after thorough study by the Advisory Committee on Teacher Education and by the Council on Higher Education. The Council on Higher Education and adoption into regulation by the State Board of Education.

TEACHER EDUCATION PROGRAMS

A. APPROVAL OF TEACHER EDUCATION PROGRAMS 43.020 and 43.030

1. Each college or university offering curricula for the preparation of school personnel shall file with the State Board of Education a copy of each curriculum offered before the date said curriculum is to be offered, which curriculum shall be submitted on forms prepared by the Superintendent of Public Instruction.
2. The State Board of Education, through the Superintendent of Public Instruction, shall examine each curriculum for the preparation of school personnel filed by an accredited institution. A curriculum filed in accordance with the program guidelines and standards as prescribed by the Council on Public Higher Education and adopted by the State Board of Education shall be approved.
3. When a curriculum has been approved by the State Board of Education for the preparation of teachers, administrators, or other school personnel, it shall become the basis on which an institution recommends to the State Department of Education that a certificate be issued for the position for which the curriculum has been designed.
4. No college or university may offer curricula for the preparation of school personnel unless it is a standard college or university as defined in Section 161.010, Kentucky Revised Statutes, and meets the requirements of law and regulations of the State Board of Education.
5. The first two-year program of the four-year curriculum for the preparation of elementary and secondary teachers may be submitted by a standard junior college for approval.
6. Curricula four years or more in length for the preparation of school personnel may be submitted for approval only by accredited senior colleges and universities and/or accredited graduate schools.
7. All observation, participation, and supervised student teaching required for the issuance or renewal of certificates shall be done according to the standards prescribed by the Council

on Public Higher Education and adopted by the State Board of Education.

8. All institutions of higher education offering curricula for the preparation of school personnel shall be regularly evaluated by the Superintendent of Public Instruction or his representatives to determine whether such institutions are meeting the requirements of law, the regulations of the State Board of Education and standards prescribed by the Council on Public Higher Education and adopted by the State Board of Education.
9. The Division of Teacher Training and Certification of the State Department of Education shall be authorized to appoint an Advisory Committee or Committees to assist in developing standards and criteria to be used in evaluating teacher education programs and to appoint committees to participate in the evaluation of teacher education programs.
10. All senior colleges now approved by the State Board of Education to offer teacher education programs remain on the approved list until September 1, 1954.

After September 1, 1954, the approved list of senior colleges offering teacher education programs shall include the following:

- a. Those colleges accredited by the American Association of Colleges for Teacher Education;
- b. Those colleges accredited by the National Council for Accreditation of Teacher Education;
- c. Those colleges accredited by the Southern Association of Colleges and Secondary Schools whose teacher education programs have been approved by the State Board of Education on the basis of criteria developed by the AACTE, or on the basis of criteria developed by the National Council for the Accreditation of Teacher Education, or on the basis of criteria developed by the State Department of Education;
- d. Those colleges which do not qualify under (a), (b), or (c) may be placed on probationary status for a period during which time evidence must be presented to indicate that a reasonable effort is being made to comply with standards and criteria used in accrediting colleges which are on the approved list.

- e. All junior and senior colleges now approved by the State Board of Education to offer teacher education programs may remain on the approved list until September 1, 1955.
11. The Superintendent of Public Instruction shall prepare or cause to be prepared blanks and report forms needed to carry into effect the laws and regulations of the State Board of Education relating to teacher preparation and certification.
 12. Teacher education institutions are encouraged to conduct experimental programs in teacher education and to conduct demonstration programs relating to teacher preparation; however, if the programs are not in accord with the usual state guidelines regarding teacher preparation-certification, a written proposal shall be submitted in advance to the Division of Teacher Education and Certification for approval. Whenever a proposal contains significant variations from the usual state guidelines the college shall present the proposal to the Advisory Committee on Teacher Education for a recommendation to the Council on Public Higher Education.
 13. A teacher education institution may evaluate and accept competency for teacher certification purposes for any of the specific curriculum requirements when the teacher candidate can demonstrate proficiency by reason of previous education, unusual experience, or proficiency examination at a level equivalent to the usual requirements in that curriculum area.
 14. The preparation program of the teacher education institution shall conform to the curriculum guidelines, however, upon recommendation of the institution a variation of 25 per cent within any of the categories of general education or general requirements may be permitted for an individual to compensate for the differences in course offerings or transfer credits.

B. STANDARDS FOR COURSES IN PROFESSIONAL EDUCATION

43.060

A college which offers professional courses for the preparation of teachers shall meet the following standards:

1. Provision shall be made for identifying, developing and evaluating the competencies which are considered desirable in

professionally educated teachers. The processes involved in this phase of the professional program should begin early and continue throughout the professional program of each prospective teacher.

2. There shall be a planned program for selection, admission and guidance of prospective teachers. The college shall show evidence of follow-up activities which will serve as a check on the quality of its teacher education programs. The college shall conduct periodic surveys to discover the teacher education needs of its service area.
3. There shall be a department or division of professional education, adequately staffed and equipped to carry out the purposes of the curriculum.
 - a. Instructors of courses in elementary education should have graduate preparation and experience in elementary education. Instructors of courses in secondary education should have graduate preparation and experience in secondary education.
 - b. There should be a professional library covering the field of professional education, which library should be well supplied with children's books, including the state-adopted textbooks.
4. Provision shall be made for the educational staff and the academic staff concerned with preparation of teachers to work cooperatively in planning, providing and evaluating the total teacher education program.

C. STANDARDS FOR PROFESSIONAL LABORATORY EXPERIENCES

43.050

1. Provision shall be made for supervised student teaching and for other professional laboratory experience prior to student teaching and provision for professional laboratory experiences should be provided following student teaching.
2. Any school in which supervised teaching is done shall be selected in accordance with the following criteria:
 - a. The school may be on the campus of the college and under

the sole direction of the college or the school may be a public or private school.

- b. Each supervising teacher within the on-campus and/or off-campus school shall hold a supervising teacher commission.
 - c. The school plant shall meet the standards of safety and health of the State Department of Education as adopted for public schools—see September, 1953, bulletin of State Department of Education, Volume XXI, Number 7.
 - d. The school shall have a library, supplies, and equipment adequate to meet the curriculum needs of the pupils and shall have an adequate professional library available for staff and student teachers.
 - e. The school and college should provide a minimum block of time of from one-half day for a total semester to full day for one-half a semester for student teaching experiences for both elementary and secondary teachers.
 - f. The school shall encourage student teacher participation in all professional and community activities engaged in by the regular staff, such as, faculty meetings, continuing in-service programs, Parent-Teacher Association meetings, and meetings of teachers' associations.
 - g. The school should provide for frequent conferences between student teachers and supervising teachers. Each student teacher should have no less than three school periods per week for conferences with supervising teachers and/or with others who can contribute to his professional growth.
 - h. The ratio of student teachers to supervising teachers should not exceed two at any one time—per semester, quarter, or period of supervised teaching.
3. a. Each institution shall develop a plan for selection and admission of students to the student teaching program. The plan should identify criteria including scholastic standing as one important criterion. The scholastic standing for the area or the major and/or minor shall be no less than "C". It is desirable that the student have an average above "C" on his total preparation and an average above "C" in his majors and minors or area of concentration. (This would refer to elementary education where elementary education is considered a major.)

- b. He shall have demonstrated his readiness for student teaching and shall have completed the professional education courses prerequisite to student teaching. (Each institution may determine the appropriate prerequisites.)
 - c. An undergraduate student shall have been in residence in that college for at least one semester and a graduate student shall have been in residence one summer session of at least eight weeks prior to admission to student teaching.
 - d. He should be assigned in student teaching in his major subject or subjects and he shall have completed not less than a minor in the field in which student teaching is done.
 - e. He shall have received the approval of the committee on admission to student teaching.
4. The college shall provide for off-campus student teaching a qualified coordinator to supervise the student teaching work, and shall provide opportunity for sufficient conferences between coordinator, supervising teachers, and administrators. The coordinator should be a full-time college staff member whose first responsibility is the task of coordinating student teaching. It is recommended that the ratio of coordinators to student teachers be no more than 1 to 20. (Where student teachers are in one off-campus center this number may be increased.)
5. The college should provide opportunities for student teachers and supervising teachers to participate in a seminar or problems course in conjunction with and/or immediately following student teaching for the purpose of discussing problems encountered during student teaching.
6. Each institution preparing teachers should participate in a planned and continuing program of orientation and in-service education for supervising teachers to aid them in increasing their effectiveness. A workshop for beginning supervising teachers and a follow-up workshop at intervals of not less than five years should be included in such a program. (This may be a state-wide or an institutional program.)
7. When a college engaged in teacher education desires to try out new plans for conducting student teaching, it should be encouraged to do so, but significant variations from these regulations should be with advanced approval of the Council on Public Higher Education and the State Board of Education.

8. When a college maintains an on-campus laboratory school, it should provide through its various functions opportunities such as the following:
 - a. Initial experiences in general classroom observation and participation with emphasis on observing teachers who have deep professional insights and who are sensitive to the developmental needs of children.
 - b. Resources for college faculty and laboratory teachers to do basic research in learning theories.
 - c. Special experiences for student teachers, such as, a longitudinal case study of children.
 - d. Experimentation in school and classroom organization, in evaluation of teaching materials and in methods.
 - e. Experiences in observing in action a total teaching staff that stands together in a unified approach to its program and problems.

D. COMMISSIONS FOR SUPERVISING TEACHERS

43.010

1. **Commission for Supervised Student Teaching for Elementary Grades**
 - a. A Standard Elementary Commission may be issued in accordance with the following standards:
 - (1) The requirements for issuing the Standard Elementary Certificate shall be met.
 - (2) The applicant shall have completed one course in the supervision of elementary schools or supervision of student teaching.
 - (3) The applicant shall have had a minimum of two years of experience teaching in the elementary grades.
 - (4) The applicant shall have completed requirements for a master's degree with a major in elementary education at the graduate level.
 - b. The Standard Elementary Commission shall be valid continuously for supervised student teaching.

2. **Commission for Supervised Student Teaching for High Schools**

a. A Standard Secondary Commission may be issued in accordance with the following standards:

- (1) The requirements for the Standard High School Certificate shall be met.
- (2) The applicant shall have completed one course in the supervision of instruction in the secondary grades or a course in supervision of student teaching.
- (3) The applicant shall have two years experience teaching in the secondary grades.
- (4) The applicant shall have completed requirements for a master's degree with a major in secondary education or in a teaching field.

b. The Standard Secondary Commission shall be valid in major and minor fields of preparation.

c. The Standard Secondary Commission shall be valid continuously for supervised student teaching.

3. **Temporary Commissions** may be issued for a two-year period to a holder of an elementary or a secondary certificate based upon completion of the four-year program of preparation and a minimum of a bachelor's degree (elementary certificates for the elementary supervising teachers and a secondary certificate for secondary supervising teachers) provided that:

a. Recommendation is made by the appropriate college official and local superintendent of schools.

b. The teacher is willing to work with student teachers and who reflects a professional attitude. (The application for the commission shall be signed by the college official and superintendent with indication that the teacher is willing to serve and application shall be filed prior to the assignment of the student teacher.)

c. The factors necessary to renewal are agreed upon by the college and the school system and submitted to the State Department of Education along with application for renewal in advance of assignment for the third year. Renewal factors may include successful experience as a supervising teacher, additional graduate study or under-

graduate where needed for strengthening teacher's competency, approved travel, approved participation in national conferences, and in-service activities.

4. That each college employing supervising teachers in off-campus situations be requested to submit a plan by which it renders services to the supervising teachers and the school in which they serve. Such a plan would indicate whether or not the college provides to the school the services of consultants for the on-going program, for the action research and for the over-all in-service teacher education program for the school or school system and would include other ways in which the college cooperatively works with the school in raising the quality of teaching. The plan would, also, include criteria by which the college selects the supervising teachers.

E. GRADUATE STUDY

43.080

While the material presented here under the heading Graduate Study is still a part of the regulations of the State Board of Education it is believed that several items of these regulations have been superseded by action of the 1966 session of the General Assembly in enacting statutes which granted university status to four of the state colleges. The regulations presented here are now under review to reconcile them with the new statutes.

1. The graduate degree granted by the four State Colleges, namely, Eastern Kentucky State College, Western Kentucky State College, Morehead State College, and Murray State College, shall be a professional degree which shall be known as Master of Arts in Education.
2. A person may be admitted to graduate study in education at the University of Kentucky, Eastern Kentucky University, Morehead State University, Murray State University, or Western Kentucky University if he is a graduate of a four-year standard college. As a prerequisite for the master's degree the candidate shall have completed a four-year curriculum for the preparation of elementary or secondary teachers or for other professional school positions as prescribed by the

Council on Public Higher Education (or hold a certificate based upon a four-year teacher education program and valid for teaching in the state where the preparation program was completed) except that an institution at its discretion may waive this prerequisite for certain individuals who are preparing for educational work for which teacher certification is not required.

3. The student shall have an average standing of "B" and no credit is to be granted for a grade below "C."
4. Graduate students may take upper division courses but at least 50 per cent of all course work must be in courses open to graduate students only.
5. Requirements for the master's degree may be satisfied by one of the following plans:

Plan I — With a thesis

The residence requirements shall be 36 weeks (No off-campus or extension work, or work in other institutions, except that six semester hours may be completed in another institution upon approval of the institution granting the degree.) The minimum course credit shall be 24 semester hours.

Plan II — Without a thesis

The residence requirements shall be 36 weeks. The minimum credit shall be 30 semester hours, 24 of which must be earned in residence; 6 semester hours may be completed in off-campus work or by extension, or in any other institution or other ways looked upon as desirable by the institution granting the degree.

6. Every candidate for a master's degree in education shall present a minimum of 9 semester hours of graduate credit in professional education and must have had a minimum of 27 semester hours at the undergraduate level and/or graduate level.

The minimum time in which a student who does not have a minimum of 12 semester hours in education upon being admitted to the graduate school shall be 45 weeks to complete course requirements for his master's degree.

7. The remainder of the course work shall be determined by the institution in terms of the student's need, provided that it shall be upper division and/or graduate courses.
8. The student shall pass a final examination on all fields presented toward fulfillment of requirements for the degree of master of arts in education.
9. Except as provided in item 5, transferred credit shall not be used to reduce either the residence requirements or minimum number of semester hours required for the master's degree.
10. Teachers holding what would ordinarily be considered a full time position shall not be permitted to receive graduate credit for more than 4 semester hours during any semester.
11. Residence credit for part-time study at the graduate level shall be one and one-half weeks for each semester hour of credit and shall apply to students who carry less than a minimum full-time load.
12. One-half of the course requirements and one-half of the residence work shall be done as a full-time graduate student. In evaluating residence credits a summer term of 8 weeks with a minimum load of 6 semester hours of credit be regarded as 9 weeks in residence.
13. The University of Kentucky is authorized to grant the Master of Arts Degree in Education on the same basis as is being granted by the four state colleges.
14. A person may be admitted to graduate study in education in any of the four institutions (Eastern, Western, Murray, and Morehead) and in the University of Kentucky, provided that a student who lacks no more than 6 semester hours for completing requirements for a degree at the undergraduate level be permitted to enroll and remove his undergraduate deficiency while proceeding with his graduate program; provided further, that this regulation shall apply only to undergraduate students who are doing graduate work in the institution granting the graduate degree.
Credit for full-time residence will not be granted for a semester or term during which a student is removing his undergraduate deficiencies. The residence requirement will be reduced one week for each semester hour of undergraduate deficiency being removed.

15. New regulations governing graduate work shall go into effect for all persons entering the graduate program on or after the adoption of the program by the State Board and all students, now regularly enrolled in the graduate program, shall be permitted to graduate under present regulations, or under the new regulations. (adopted March 18, 1949)
16. Institutions in Kentucky which offer graduate programs in library science shall be permitted to include library science at the graduate level. (Effective July 1, 1961)

F. GENERAL REGULATIONS FOR TEACHER EDUCATION PROGRAMS

43.030

1. A college graduate shall be defined as a person who has been certified by the registrar of an accredited four-year college as having completed all the requirements for the baccalaureate degree in that institution. Such certification shall be accompanied by a statement that the degree will be conferred at the next commencement exercise and also a statement of the date upon which the degree will be conferred.
2. Beginning September 1, 1965, a teacher employed on a full-time basis shall not be allowed to receive credit for more than a maximum of four semester hours each semester or eight semester hours during the regular school year of nine months.
3. Courses in methods, supervision, curriculum development, and similar courses given in academic departments under departmental numbering and classification are not to be considered as "courses other than professional education." They may be accepted by the college as professional education.
4. Sixty-seven semester hours constitute the maximum that can be accepted from a junior college. The sixty-seven hours shall include any work already completed in other institutions previous to the date of completion of work in the junior college. (When a student has a total of 67 semester hours from one institution or from a combination of institutions, no additional work may be accepted for credit from a Junior college.)

5. The normal load shall be considered as 16 semester hours, but exceptionally strong students may take a maximum of 21 semester hours. The maximum number of hours which may be completed in summer terms shall be:
 - a. In a summer term of five weeks—a maximum of six semester hours
 - b. In a summer term of six weeks—a maximum of seven semester hours
 - c. In a summer term of eight or nine weeks—a maximum of ten semester hours
 - d. In a summer term of ten weeks—a maximum of twelve semester hours
 - e. In a summer term of twelve weeks—a maximum of fourteen semester hours

(Shall become effective with the summer term of 1958 and may become effective with the summer term of 1957.)

G. STUDY BY CORRESPONDENCE AND EXTENSION

42.845

1. Definitions:

- a. Extension credit—Credit earned in a course offered in an off-campus, temporary setting, with students and instructor in class attendance. (Definition used by the Southern Association Standards p. 26 of recent publication)
- b. Correspondence credit—Credit earned in a course offered on an individual basis and requiring the preparation of lessons in written form. Class attendance is not involved and the lessons are usually transmitted by mail.
- c. Residence credit—Credit earned in regularly scheduled classes on the campus of an institution of higher learning.
- d. *Travel credit—Credit earned in travel courses conducted by an institution of higher learning and with one or more members of the regular resident faculty in direct control of the course. Travel credit may be counted as residence credit.

*Credit shall not be permitted for travel per se, nor shall credit be allowed for commercial programs designed by commercial firms. (Southern Association provision). Commercial transportation, however, may be used by institutions of higher learning in conducting travel courses as described in this section.

- e. *Foreign Travel and Study credit—Credit earned in residence abroad involving an academic program supplemented by seminars, readings, reports, or similar academic exercises based on the same criteria for credit as independent study on the campus of the institution granting the credit. (Southern Association Standards, p. 36 of recent publications)
- 2. A college desiring to offer extension or correspondence work for credit toward the issuance or renewal of certificates shall submit its application for the approval of such work to the State Board of Education upon forms approved by the Board and shall furnish such information as is necessary for such approval. No institution shall offer extension and/or correspondence courses for credit to be used in issuing or extending certificates until its program for such courses has been approval by the State Board of Education.
- 3. Extension and/or correspondence credit may be accepted for the issuance or renewal of certificates only from standard four-year colleges which are members of the Southern Association of Colleges and Schools or other regional accrediting association.
- 4. Credit for the issuance or renewal of certificates earned in an extension class shall be valid only when the class is taught by a regular resident member of the college faculty who teaches in his major field of preparation for college teaching. However, an institution may employ instructors for extension courses who are not regular resident members of its faculty provided that the same degree of careful selection is exercised in the employment of such instructors as is followed in the employment of faculty members for regular resident instruction, and provided further that the person selected has taught one-year of part-time classes or one complete summer session on the campus of an accredited college. When the extension instructor is a public school official or employee, he may serve only as an instructor of an extension course or-

*Credit shall not be permitted for travel per se, nor shall credit be allowed for commercial programs designed by commercial firms. (Southern Association provision). Commercial transportation, however, may be used by institutions of higher learning in conducting travel courses as described in this section.

ganized for school personnel outside the school district in which the instructor is an official or employee.

5. Extension work shall be counted as a part of the regular teaching load of resident faculty members.
6. Students will be admitted to extension and/or correspondence courses who satisfy all prerequisites for these courses in exactly the same manner as is required of residence students.
7. Where courses are required for a degree, not more than one-half of the course requirements in any field of general education may be taken by extension and/or correspondence and not more than six semester hours in a major or minor field may be completed in this manner.
8. The library facilities for any course offered by extension must be approved by the head of the department offering the credit. A written copy of the library regulations must be kept on file in the institution.
9. Effective September 1, 1965, a teacher employed on a full-time basis shall not be allowed to receive credit through extension and/or correspondence for more than a maximum of four semester hours each semester or 8 semester hours during the regular school year of nine months.
10. The minimum time within which one three-semester hour course may be completed by correspondence shall be five weeks; two three-semester hour courses ten weeks; one two-semester hour course four weeks; two two-semester hour courses eight weeks; and one three-semester hour course plus one two-semester hour course nine weeks.
11. The following limitations shall apply to the amounts of credit acceptable for the issuance or renewal of teaching certificates based on undergraduate work—
 - a. Extension and/or Correspondence credit—32 semester hours
 - b. Foreign Travel and Study credit—32 semester hours
 - c. Television and Radio credit*—16 semester hours (Does not apply to closed circuit TV or radio courses on campus)
 - d. The maximum allowance to be made for any combination of the foregoing shall be 40 semester hours.

*TV and radio courses offered on campus shall carry residence credit.

12. Examinations for correspondence work shall be conducted in the following manner:

- a. In all cases where practicable, examinations shall be given on the campus of the institution giving the work.
- b. In cases where it is impracticable to comply with regulation "a" above, the examination may be given at any of the following institutions:

Alice Lloyd College	Morehead State College
Asbury College	Murray State College
Bellarmino College	Paducah Junior College
Berea College	Pikeville College
Bethel College	St. Catharine College
Brescia College	Sue Bennett College
Campbellsville College	Transylvania College
Cumberland College	University of Kentucky
Eastern Kentucky	(also established centers)
State College	University of Louisville
Georgetown College	Ursuline College
Kentucky State College	Villa Madonna College
Lees Junior College	Western Kentucky State
Lindsey Wilson College	College

Charging a fee is optional with an institution for proctoring an examination. If a fee is charged, it shall not exceed \$3.00.

13. The minimum charge per semester hour for undergraduate work by extension and/or correspondence shall be \$9.00 and the minimum charge for graduate work by extension shall be \$10.00 per semester hour.
14. Extension and correspondence practices of all institutions, insofar as they affect students, should be as uniform as practicable. To that end, directors should seek to discover and adopt the best practices for conducting extension and correspondence teaching.
15. Students in residence shall not be permitted to do extension or correspondence work without permission of their dean.
16. All certificates based on credits, below college graduation and requiring additional credits for renewal may be renewed on credits earned in approved institutions of higher learning, provided that at the time of renewal no more than the maxi-

mum credit indicated in Item 11 of this Section shall have been earned by extension, correspondence, foreign travel courses, television and radio courses, or any combination of these means of study.

17. Graduate credit for renewal of certificates may be earned in an accredited graduate school in accordance with the usual rules of the institution granting the graduate credit.
18. Credit earned by either correspondence or any form of off-campus work shall be so designated on the official transcript.
19. Credit for the following courses, earned by correspondence, will not be accepted on the issuance or renewal of teaching certificates—

Teaching of Reading

Literature for Children

Public School Art—courses required for certification

Public School Music—courses required for certification

Courses in Library Science

Child Growth and Development—courses required for certification

Courses in administration and supervision

Laboratory courses in subject fields

Professional courses requiring observation, participation, and/or teaching when offered for residence credit.

Fundamentals of Elementary Education—courses required for certification

ma-
is a
tion
and
cies
the
des
vel

cific
gro
cies
in S
othe
by t
tuti
prof

Section V

THE COMPETENCY APPROACH TO THE PREPARATION OF PROFESSIONAL SCHOOL PERSONNEL

The competency approach to teacher preparation has commanded the attention of teacher educators. In this approach there is a sequence of steps as follows: (1) Development of a job description for the particular position in terms of the anticipated duties and functions to be performed; (2) determination of the competencies needed by a professional person in order to fulfill demands of the job description; (3) the construction of a program of preparation designed to assist the candidate for the position in attaining or developing these competencies.

This section includes statements of competency for several specific subject areas which have been worked out by various study groups. These statements are in addition to the general competencies for classroom teachers as presented in Section VI. Also included in Section VI are the competencies for administrative and certain other positions. These competency statements have been endorsed by the State Board of Education for use by teacher education institutions in developing preparation programs for teachers and other professional school personnel.

Section V

THE COMPETENCY APPROACH TO THE PREPARATION OF PROFESSIONAL SCHOOL PERSONNEL

The competency approach to teacher preparation has been the subject of much discussion in the past few years. It is a response to the need for a more systematic approach to the preparation of teachers. The approach is based on the idea that a teacher should be prepared to perform the duties of the profession in a competent manner. This approach is based on the idea that a teacher should be prepared to perform the duties of the profession in a competent manner. This approach is based on the idea that a teacher should be prepared to perform the duties of the profession in a competent manner.

This section includes statements of competency for several of the subject areas which have been worked out by various groups. These statements are in addition to the general competencies for classroom teachers as presented in Section VI. Also included in Section VI are the competencies for administrative and other school positions. These competency statements have been endorsed by the State Board of Education for use by teacher education institutions in developing preparation programs for teachers and other school personnel.

A. COMPETENCIES OF THE TEACHER OF ART

43.009

1. The art teacher should have a proficiency in aesthetic judgment and perception as demonstrated by personal experimentation with visual tactile materials.
2. The art teacher should possess a broad general education which includes an understanding of the history and literature of the fine arts.
3. The art teacher should possess an understanding and a reasonable proficiency in the following areas of the art program: graphics, drawing, painting, three dimensional design, art appreciation, design, and crafts.
4. In addition to reasonable skill with a variety of media, the art teacher should also demonstrate special ability in one specific medium.
5. The art teacher should have a thorough understanding of how children learn and develop creatively.
6. The art teacher should have the ability to introduce ideas which will insure maximum discovery for each child at the various grade levels in the art program.
7. The art teacher should be able to consult and work with community groups in projecting art into daily life.

B. COMPETENCIES OF THE TEACHER OF HOME ECONOMICS

43.008

The program of preparation is planned and organized so as to promote growth toward the following competencies of particular importance to home economics teachers:

1. Ability to relate homemaking education to a total school program and to the improvement of home and family life.
2. Understanding of the contributions which other areas can make to education for home and family living.

3. Ability to cooperate with other teachers and community members and to contribute leadership in planning for and providing family life education.
4. Ability to plan and develop a home economics program which is adapted to the needs of pupils at different stages of their development and in line with family and community needs.
5. Ability to help individuals and families grow through schools, home and community experiences, in understandings and skills in the solution of family life problems.
6. Ability to apply in one's own living basic principles in such areas as management, art, psychology, economics and science.
7. Understanding and judgment in various aspects of personal and family living sufficient to command the respect of students, parents and colleagues.
8. Ability to maintain a homemaking department that exemplifies principles of good management, cleanliness and attractiveness and is consistent with the needs and economic status of pupils and families in the community.
9. Discrimination in selection and use of resource materials in the area of home economics.
10. Active participation in professional organizations and conferences concerned with improving family life education.

C. COMPETENCIES OF THE TEACHER OF INDUSTRIAL ARTS

43.007

A program of industrial arts teacher education should seek to develop the following competencies in each person preparing to teach in this subject matter field of the school curriculum:

1. In Area of Program Planning

- a. Ability to determine the extent of community needs, whether they be social, vocational, recreational or civic, and to organize accordingly an effective industrial arts curriculum in terms of a total comprehensive program of education;

- b. Ability to develop objectives of the industrial arts program and plan and present instruction in order to achieve these objectives;
- c. Ability to practice long term planning in developing the industrial arts program based on sound and discernible educational trends and needs of the community.
- d. Ability to plan the industrial arts laboratory, select equipment and direct its installation in conformance with sound principles of school planning, practice of economy of materials, and utilization of space;
- e. Ability to determine the type and quality of laboratory supplies, economize on their purchase, and organize, store and dispense in an efficient manner;
- f. Ability to devise an adequate financial plan for the purchase of annual supplies and equipment;
- g. Ability to develop a safety consciousness on the part of the student that will enable him to avoid accidents in the school and in other life activities.

2. In Area of Teaching—Learning

- a. Ability to select and develop effective instructional devices that will expedite learning;
- b. Ability to experiment and practice elementary techniques of research in discovering new industrial materials and techniques, new projects and problems, and new methods of instruction;
- c. Ability to organize and maintain safety tested instructional facilities in a manner that will promote efficiency and provide a wholesome instructional environment;
- d. Ability to organize and direct student personnel in a manner that will develop a cooperative attitude and a sense of responsibility in a wholesome democratic atmosphere;
- e. Ability to demonstrate skilled performance and technical understanding as a craftsman-teacher in a wide area of industrial activities;
- f. Ability to understand and practice wholesome human relations with students which indicate an understanding of the complex problems relative to human growth and development;

- g. Ability to develop enthusiasm for learning and to maintain a classroom morale which reflects the influence of strong personal traits of the teacher and his ability to inspire students to learn;
- h. Ability to direct pupils in a study of occupations and industrial problems, so as to contribute to their social understanding and to enable them to make a more intelligent vocational choice in the future;
- i. Ability to direct students in the various instructional areas in a manner that will enable them to develop individual interest patterns that will contribute to the objective of self-realization;
- j. Ability to determine student achievement and evaluate the quality of his own instruction.

3. In Area of Personal and Professional Growth and Relationships

- a. Ability to cooperate with his teacher associates and administration officials in developing the best educational program that existing conditions and limitations permit;
- b. Ability to maintain a propriety in his daily habits that will result in the respect of his students, colleagues, and school patrons;
- c. Ability to grow professionally through continuous in-service education.

4. In Area of Public Relations

- a. Ability to understand and to discuss problems relative to his program, the school, community, nation and society in general, as to indicate an educational background commensurate with the qualifications and position that he holds;
- b. Ability to interpret his area of education to the school and community through the various media of communication available.

D. COMPETENCIES OF THE MUSIC TEACHER (12-GRADE MUSIC TEACHER)

43.006

It is recognized that the teacher of music needs and understanding of the scope of a total school program, ability to function as a member of a total faculty team, and needs depth of understanding of learning processes based upon an understanding of children and how they develop. The preparation program for teachers of music should provide for these and all other professional competencies essential for any classroom teacher as identified in teacher education circulars* on preparation programs for elementary and secondary teachers and should provide for broad general education in addition to the following special competencies:

1. The effective music teacher must possess a sensitivity to and a critical awareness of the elements of aesthetic musical performance, inspiring a musical response which represents the optimum possibilities of the pupils at each grade level. He must develop a pattern of behavior in which he constantly evaluates and insists upon musical accuracy and expression in any given situation. (Musically sensitive person who is able to evoke a musical response of quality.)

2. The music teachers must be prepared to demonstrate musicianship through performance on some instrument or voice.

Whereas mechanical skills involved in instrumental or vocal performance may be taught by way of verbal explanation, musicianship must be demonstrated through performance.

3. The music teacher must possess a functional command of piano.

The ability to use the piano effectively is essential in the classroom and other teaching situations and in the study of music scores. The music teacher must be able to read, transpose, and improvise accompaniments for the classroom, assembly singing, informal school and community functions; and must be able to play simple accompaniments for students' solos.

4. The music teacher must be prepared to teach singing and the instruments of the band and orchestra.

Many schools have only one music teacher. He must teach voice and all the instruments himself, both to individuals and to groups.

5. The music teacher must have the ability to teach ensembles and be a capable conductor.

The musical, technical, and social significance of music experience is distinctly different in ensembles of varying sizes and types. Effective directing and coaching of the various ensembles presupposes performing experience in those types of ensembles.

All school music teachers must conduct choral and/or instrumental ensembles. The success of the students' performance depends to a great extent upon the effectiveness of the conducting. Successful group singing in informal school and community situations also depends largely upon the effectiveness of the conductor.

6. The music teacher must have the ability to use his knowledge of the structural elements of music, including sight singing, harmony, aural recognition, form, counterpoint, and arranging.

The structural elements of music are equivalent to the rhetoric and grammar of oral and written language and are basic to any type of music performance. The music teacher frequently needs to arrange or re-arrange pieces of music so they can be performed by various combinations of instruments or voices. He must be able to edit existing arrangements so they will conform to his students' abilities. Since children are by nature creative, the music teacher must be equipped to channel and direct their creative efforts.

7. The music teacher must possess a broad general education, including an understanding of the history and literature of the fine arts and the humanities.

The music teacher must be a broadly educated person and professionally competent. As a person and as a teacher he must understand himself in relation to his environment, his special field in relation to the other fields of human knowledge and his age in relation to the past and

the future. An understanding and a degree of intimacy with the great aesthetic creations of the ages is important for all persons but particularly so in the case of teachers in the arts fields. Proper understanding of any style or specific work of an art depends upon one's ability to perceive it in its historical perspective.

8. The music teacher must be able to exercise leadership in developing a comprehensive program of music based upon sound philosophy and concepts basic to musical learning, growth and development.

The quality of the over-all program of music and its place in the total school program will be determined by the leadership of the music teacher.

9. The music teacher must be able to evaluate music education materials, including scores, song series, books, records, texts, etc., in terms of their quality and their educational value and to evaluate supplies and equipment.

In music teaching, especially in the grades, it is often necessary to adapt materials to the unit approach. The search for appropriate materials is therefore a constant problem, not only for the music instruction per se but for music experience which enhances and enriches other teaching areas. The music teacher is also called upon to suggest music and materials for all types of community activities. The teacher must know what, where, when, and at what price to buy teaching material and aids.

10. As a specialist in an area of broad appeal, the music teacher must be willing to advise, to cooperate, and, if called upon, to lead in the community's cultural development.

Section VI

GUIDELINES FOR PROGRAMS OF TEACHER PREPARATION-CERTIFICATION

The guidelines included in this section were originally prepared as separate teacher education circulars. These circulars have been reprinted in the original form; consequently certain information may be repeated in different circulars.

As additions or changes are made in the regulations of the State Board of Education revised circulars are prepared for distribution so that the announcement of such changes need not be delayed until the publication of another EDUCATIONAL BULLETIN.

Section VI

GUIDELINES FOR PROGRAMS OF TEACHER PREPARATION-CERTIFICATION

The guidelines included in this section were originally prepared as separate teacher education standards. These standards have been reprinted in the original form consistently for all editions. They may be repeated in different editions.

As additions or changes are made to the regulations of the State Board of Education revised standards are prepared for publication so that the announcement of such changes may be delayed until the publication of another EDC/STANBARD Bulletin.

TIN

I. GUIDELINES FOR THE PREPARATION-CERTIFICATION OF ELEMENTARY SCHOOL TEACHERS

These guidelines for the preparation-certification of elementary school teachers provide the outline by which each teacher education institution may develop a program of preparation which when approved by the State Department of Education may become the basis for the issuance of teaching certificates to the candidates who complete the "approved programs." While the guidelines are informative to individuals who aspire to become teachers they are not to be taken as a course of study which should be followed by the individual. The prospective teacher should work out his individual program of study with the guidance of his curriculum adviser and in accordance with the teacher education curriculum in effect at his college or university.

The guidelines include a statement of competencies which serve as goals for the preparation of the elementary teacher. It is recognized that the four-year program of preparation leading to the Provisional Elementary Certificate can start the beginning teacher in the teaching profession but that a combination of experience and further graduate study is necessary in order to attain the desired competencies included in these guidelines. To this end the Standard Elementary Certificate gives recognition to the desired level of preparation for teaching in the elementary schools.

The initial four-year program for the Provisional Elementary Certificate includes a pattern of general education, a pattern of professional education, and some additional general requirements which are considered to be necessary for the elementary school teacher.

An effort has been made in the guidelines to provide the opportunity for institutions to develop programs which would allow the elementary school teacher to include a depth of specialization in a major or minor area in addition to the broad preparation which is necessary to prepare for teaching all of the subjects in the elementary school. The opportunity for subject matter specialization is also included at the graduate level to the extent that a college may permit as much as 21 semester hours to be devoted to academic specialization outside the department of professional education.

For graduates of liberal arts colleges there is an attractive plan whereby certification can be issued on a year by year basis until

all requirements are completed. The prerequisites for this professional commitment type certificate may usually be satisfied during the summer session preceding the school year.

The guidelines for the Standard Elementary Certificate have been revised and the new provisions become effective on September 1, 1967. In the meantime, the old guidelines for the Standard Elementary Certificate are included as a reference for persons who will be completing this program before September 1, 1967.

A. PROVISIONAL ELEMENTARY CERTIFICATE

42.360

The Provisional Elementary Certificate valid for ten years shall be issued to persons who meet the general requirements of law and the regulations of the State Board of Education and file transcripts of standard college credits showing completion in an accredited college or university a program developed upon the following guidelines.

1. General Education—45 semester hours

a. Communications and Humanities—18 semester hours

Including English Composition—6 semester hours; literature—3 semester hours; and 9 semester hours selected from literature, fine arts (music, art and drama), journalism, speech, foreign languages, philosophy, religion.

b. Mathematics and Natural Science—12 semester hours

Including physical science: astronomy, chemistry, earth science, geology, physics; biological science: anthropology-physical, bacteriology, botany, general biology, physiology, psychology foundations, zoology; mathematics

At least 3 semester hours shall be in the field of physical science and at least 3 semester hours in the field of biological science. Student laboratory experience may be required by the respective institutions. In mathematics, 3 semester hours are recommended.

c. **Social Science—12 semester hours**

(anthropology-cultural, contemporary problems, economics, geography, government, history, political science, sociological foundations, sociology, Western civilization)

d. **Health and Physical Education—3 semester hours**

(This requirement may be satisfied by courses in nutrition, health, or physical education.)

See section F. for further requirements in general education which must be considered by the teacher education institution in developing the teacher education program.

2. **General Requirements—26 semester hours**

a. **School Music—4 semester hours**

(Two courses are recommended—one in each of two semesters)

b. **School Art—4 semester hours**

c. **Social Science—6 semester hours**

(In addition to social science included in general education)

d. **English—6 semester hours**

(Including Children's Literature and in addition to English included in general education)

e. **Mathematics for Elementary School Teachers—6 semester hours**

It is strongly recommended that all students entering the preparatory program of elementary teachers in September, 1964, and thereafter take six hours of college mathematics specifically designed for the needs of future elementary teachers. Beginning with September, 1968, all teachers to be certified for elementary schools must meet this requirement which is based on the Guidelines for NASDTEC-AAAS and of CUPM. (Adopted September 9, 10, 1964)

The general requirements Health in Elementary School, Nutrition, and Physical Education in the Elementary Schools have been discontinued in these guidelines effective from June 16, 1965, but the general education requirement for Health and Physical Education remains in effect and may be satisfied by courses in nutrition, health or physical education.

3. Pre-Professional Preparation—12 to 18 semester hours recommended.

It is desirable that students have a pre-professional block of preparation in addition to general education in the foundations of philosophy, psychology, sociology and anthropology. It is recommended that a balanced program of 12 to 18 semester hours in the foundations be selected from general education and/or electives. (May include such courses as sociology, anthropology, psychology, biology, philosophy, etc.)

4. Professional Preparation—24 semester hours

The following areas of professional preparation shall be included with a total of 24 semester hours (an over-all average of "C" shall be required on all professional education courses):

a. Human Growth and Development and the Curriculum—3 to 6 semester hours

Preparation in this area should include a study of how children grow, learn and develop socially, physically, emotionally and mentally; a study of children's developmental patterns through adolescence and the implications of this knowledge for teaching and learning; a study of learning theories and the teaching-learning processes; purposeful observation of the behavior of the child, adolescent, and youth.

b. Introduction to Education and/or School Organization—2 to 6 semester hours

Preparation in this area should include a study of teaching as a profession; the purpose of education in a democracy; an analysis of the function of schools today; a study of classroom and school organization; the teacher's expanding role in the educational program; an analysis of each

phase of the school program including guidance services, library services, evaluation and reporting on a system-wide, school-wide, and on an individual basis, etc.

This area may be offered as a course or as a unit in another course or incorporated in another area of the professional block.

c. **Fundamental Processes and Learning Materials—6 to 12 semester hours**

Preparation in this area should include a broad view of the teaching-learning processes; instructional materials in the different subject fields (reading, arithmetic, social studies, language arts, science, etc.); use of library materials, audio-visual aids, and other resources in providing learning experiences fitted to achievement and maturity level of children and youth; and preparation in how to supervise study and how to develop study habits.

d. **Student Teaching—8 semester hours**

Preparation in this area should provide a variety of experiences in the various functions of a teacher in the total school program; experiences with children and young people in the learning process; experiences with various records necessary to the over-all management of a school as performed by the classroom teacher; experiences with a total faculty in action in a unified approach to its program and problems; seminar experiences during and following student teaching in order to provide for need-experiences for each teacher.

5. **Professional Laboratory Experiences in Lieu of Student Teaching**

A teacher education institution shall be permitted to substitute for any part of or all of student teaching, required for certification, other desirable laboratory experiences on campus after the prerequisites to student teaching have been met and provided there is satisfactory evidence that: A teacher has had two or more years of successful experience in the public schools or in a private school on a legal certificate.

A teacher who has had a minimum of four years of successful experience may upon recommendation by the superintendent, principal and supervisor be permitted by the college to waive four semester hours of the eight semester hours required in student teaching or of the professional laboratory experiences.

6. Teaching Minors

Any college which so desires may include a major or minor in the program of preparation for elementary teachers.

- 7. Eight semester hours of credit in military science** may be allowed veterans who have completed basic training (minimum of 90 days of service). Required physical education activity courses may be waived for such veterans, but no credit shall be allowed for these courses.

- 8. Completion of baccalaureate degree** shall be required for the Provisional Elementary Certificate.

- 9. The Provisional Elementary Certificate** is valid on a continuing basis provided that the certificate is registered at the end of each ten-year period in the Division of Teacher Education and Certification of the State Department of Education on evidence of three years of teaching experience or 12 semester hours of additional graduate work (4 semester hours of graduate work for each of the three years the teacher fails to teach.)

Beginning September 1, 1966, the Provisional Elementary Certificate issued to become effective from July 1, 1967, and thereafter shall be valid for a period of ten years and shall be renewed only upon completion of a planned fifth year program of college work. The provisional teaching certificates may be extended for life upon completion of three years successful teaching experience during the validity period of the certificate and upon completion of a planned fifth year program of college work.

The State Board of Education will consider proposals for the fifth year program" from the Council on Public Higher Education in the fall of 1967. Full and complete information regarding the fifth year program will be distributed after adoption by the State Board of Education.

10. The Provisional and Standard Elementary Certificates based upon a minimum of four years of college preparation shall be valid for teaching in grades one through eight.
11. This program may become effective September, 1959 and shall become effective for all students entering college September, 1960. All persons recommended by the college for certification after September 1, 1964 will be required to meet the present requirements which became effective September, 1960 for entering freshmen.

B. PROVISIONAL ELEMENTARY CERTIFICATE WITH PROFESSIONAL COMMITMENT

43.352

The Provisional Elementary Certificate with Professional Commitment, beginning with the school year 1961-1962, may be issued upon the following plan.

1. An applicant may be issued a Provisional Elementary Certificate with Professional Commitment valid for one year provided that:
 - a. The applicant holds a baccalaureate degree granted by an accredited college and has completed nine semester hours of the professional education curriculum, including Human Growth and Development; Fundamentals of Elementary Education, and Teaching Reading;
 - b. The applicant (in-state or out-of-state) meets the same criteria for admission to a teacher education program as regular students, secures a statement from the appropriate college official that he has been admitted to teacher education; and
 - c. The applicant makes a written professional commitment to the institution to which he is admitted to teacher education that he or she will complete the work for full certification, stating that he will work toward completion of all deficiencies as determined by the institution (Copy of commitment including list of deficiencies shall be submitted to the Division of Teacher Education and Certification with application for the certificate); and

- d. The applicant's certificate will be released when he furnishes a statement either with the original application or afterwards showing that a superintendent is employing him and describing the plan the superintendent will follow in providing assistance to the teacher during the first year of teaching; and
- e. The applicant fulfills his commitment by completing all deficiencies in the institution to which he was admitted to teacher education except those courses for which the institution gives permission to be completed elsewhere; and
- f. The applicant is recommended for the original professional commitment certificate and by the appropriate college official; and
- g. The privilege of holding a Provisional Elementary Certificate with Professional Commitment is granted annually upon the completion of at least eight semester hours of college work selected from the list of deficiencies and upon the recommendation of the college and the local superintendent; and
- h. The Provisional Elementary Certificate issued to a person who previously held the professional commitment certificate only upon completion of all deficiencies and upon recommendation of the appropriate college official. (The issuance of this type certificate will continue so long as annual evaluation reveals the need for this type of certification program and so long as the evaluation provides evidence that the teachers who hold this type certificate are, in the judgment of the local superintendents, giving satisfactory service.)

The qualifications of teachers holding the professional commitment type certificate will be ranked on the basis of regular certification. For example, a teacher having this certificate and the bachelor's degree would be classified in Rank 3 under the Foundation Law; a teacher having this certificate and the master's degree may be classified in Rank 2.

C. COMPETENCIES FOR THE STANDARD ELEMENTARY CERTIFICATE

43.004

The program leading to the issuance of the Standard Elementary Certificate should point toward the development of the following competencies.

1. Understanding about how children grow, develop, and learn, and competencies in using better these understandings in meeting the needs of learners at the different maturity levels, including:
 - a. Being able to deal with learners more effectively as whole beings and as growing, developing personalities; and to develop the curriculum in terms of children as whole beings;
 - b. Knowing better how to plan to carry on and to evaluate with learners;
 - c. Using better counseling procedures in working with learners at a given maturity level, helping learners to read better, and study effectively;
 - d. Keeping children in regular attendance through maintaining a better emotional climate, fostering mental health, safeguarding physical well-being, and dealing with boys and girls as people.
2. Competencies in identifying more accurately community needs and in using resources in helping to meet these needs through the school program, including:
 - a. Understanding better the specific ways the schools can help people in improving the quality of total living;
 - b. Using more effectively community culture as a point of departure in helping learners grow, develop and learn;
 - c. Understanding better, community organizations, and discovering and utilizing community leaders in the total school enterprise;
 - d. Making community surveys, and interpreting and evaluating results for school-community improvements;
 - e. Helping to solve social and economic problems of the community through the school program.

3. Competencies in identifying, classifying, and organizing learning materials and experiences more effectively in terms of learner needs, including:
 - a. Knowing better how to identify learning materials and experiences and to adapt them to the maturity level of learners;
 - b. Knowing the present status of Kentucky's resources and using these resources more effectively in the learning program;
 - c. Willingness to seek help when needed;
 - d. Knowing how to relate subject-matter experiences to the interests, abilities, and aptitudes of learners, and to the social and economic problems of the community;
 - e. The ability to identify and the disposition to follow valid research findings.
4. Competencies in establishing and maintaining good work relations in the school and community, including:
 - a. Getting the school under way through more effective advance planning, and through continuous planning with learners, and with colleagues in the school and adults in the community;
 - b. Being more sensitive to personal problems of learners, fellow teachers, and adults in the community;
 - c. Being more sensitive to problems as they appear, and the ability to assess the total situation so that the "setting" of the problem may be understood;
 - d. The ability and disposition to recognize and utilize expertness in fellow teachers and everyday citizens;
 - e. Participation in local professional organizations, and the ability to use more effectively workshop and problem-solving techniques.

**D. STANDARD ELEMENTARY CERTIFICATE—
GUIDELINES IN EFFECT UP TO SEPTEMBER 1, 1967
42.371**

1. The Standard Elementary Certificate valid for ten years shall be issued to a person who meets the requirements of law and

general regulations of the State Board of Education and files a transcript of credits showing the completion of the four-year curriculum for the training of elementary teachers as recommended by the Council on Public Higher Education and approved by the State Board of Education, and who, in addition thereto, completes the requirements for a master's degree in a standard graduate school, as prescribed. A teacher who holds an old type certificate number below 10,000 (issued prior to September, 1935) and who is a college graduate may be considered qualified from a standpoint of certification to proceed with the graduate program and to receive the master's degree without being required to meet current requirements for a certificate based upon a degree. (This would mean in reality that the teacher who received the old type certificate and who has a degree but who does not have practice teaching would not be required to make up the practice teaching).

2. The curriculum, which is to be approved by the State Board of Education, leading to the Standard Elementary Certificate shall be based upon the following:
 - a. Completion of the requirements for the master's degree which shall be based upon at least 30 semester hours of graduate work. For students who write a thesis, a minimum of 24 semester hours shall be required.
 - b. At least 15 of the 30 hours required for the master's degree must be in courses open only to graduate students. Nine of the 15 hours must be in professional education courses.
 - c. At least 9 semester hours of the required work shall be in professional education courses designed to develop the recommended competencies.
 - d. At least 12 semester hours of the total hours required for the degree shall be non-professional subject matter courses. These courses must be selected from the fields of study required in general education and/or in subject matter courses used in partial fulfillment of the four-year elementary curriculum for elementary certification.
3. The Standard Elementary Certificate may be extended for life upon three years' successful teaching experience during

the life of the certificate. If the holder fails to meet the requirements for life extension by the end of the ten-year period the certificate may be registered at the end of each ten-year period in the Division of Teacher Education and Certification of the State Department of Education on basis of two years of experience or six semester hours graduate work for each of the years required experience.

4. These regulations relative to the issuance of the Standard Elementary Certificate may become effective after December 16, 1954, and shall become effective September 1, 1957.
5. The Provisional and Standard Elementary Certificates based upon a minimum of four years of college preparation shall be valid for teaching in grades one through eight.

**E. STANDARD ELEMENTARY CERTIFICATE—
GUIDELINES TO BECOME EFFECTIVE SEPTEMBER 1, 1967
42.370**

1. Effective from September 1, 1967, the Standard Elementary Certificate shall be issued to a person who meets the requirements of law and the general regulations of the State Board of Education and who files a transcript of credits showing the completion of the four-year curriculum for the preparation of elementary teachers as recommended by the Council on Public Higher Education and approved by the State Board of Education, and who, in addition thereto, completes the requirements for a master's degree in a standard graduate school, and completes the curriculum prescribed for the Standard Elementary Certificate.
2. A teacher who holds an old type certificate number below 10,000 (issued prior to September, 1935) and who is a college graduate may be considered qualified from a standpoint of certification to proceed with the graduate program and to receive the master's degree without being required to meet current requirements for a certificate based upon a degree. (This would mean in reality that the teacher who received the old type certificate and who has a degree but who does not have practice teaching would not be required to make up the practice teaching.)

3. Effective from September 1, 1967, the curriculum leading to the Standard Elementary Certificate shall be developed by the respective teacher education institutions according to the following guidelines and submitted for approval by the State Board of Education through the Division of Teacher Education and Certification:
 - a. Completion of the requirements for the master's degree, which shall be based upon at least thirty semester hours of graduate credit. For students who write a thesis, a minimum of twenty-four semester hours shall be required.
 - b. At least fifteen semester hours of the graduate credit required for the master's degree must be in courses open only to graduate students.
 - c. A minimum of nine semester hours of graduate credit shall be selected from the following areas of professional education in accordance with the needs of the individual teacher:
 - (1) A general study of curriculum development
 - (2) Research methodology
 - (3) Advanced study in human growth and development
 - (4) Advanced study in reading (required unless waived on basis of previous advanced study in reading)
 - (5) The psychology of learning
 - (6) A seminar in instruction devoted to the method of teaching
 - (7) Foundations in education—sociological, psychological, philosophical, historical
 - d. A minimum of twelve semester hours graduate credit shall be selected to strengthen the academic specialization of the elementary school teacher in such fields as English, social studies, science, mathematics, fine arts, et cetera.
 - e. The remaining nine semester hours of graduate credit may be selected from courses designed to strengthen the preparation of the teacher; the selection should be on the basis of the individual needs of the teacher in keeping with policies developed by the institution. It is anticipated that persons who have definitely decided to continue their preparation in school administration might use

these electives to get a better foundation in the behavioral sciences. Such courses would be a benefit both to classroom teachers and to prospective school administrators.

4. The Standard Elementary Certificate shall be issued for a period of ten years and may be extended for life upon three years' successful teaching experience during the life of the certificate. If the holder fails to meet the requirements for life extension by the end of the ten-year period, the certificate may be registered at the end of each ten-year period in the Division of Teacher Education and Certification of the State Department of Education on basis of two years of experience or six semester hours graduate work for each of the years required experience.
5. The Provisional and Standard Elementary Certificates based upon a minimum of four years of college preparation shall be valid for teaching grades one through eight.

**F. AGREEMENTS ON GENERAL EDUCATION INCLUDED
IN THE PROGRAM OF PREPARATION FOR
ELEMENTARY AND SECONDARY TEACHRES
42.360**

1. Each college shall formulate its own program of general education on the basis of its own objectives and consistent with the philosophy and resources of the staff and in keeping with the standards of accrediting agencies.
2. The objectives of general education as given in the Report of the President's Commission on Higher Education are accepted as a basis for evaluating the general education program of the colleges approved for teacher education. These objectives are:
 - a. To develop for the regulation of one's personal and civic life a code of behavior based on ethical principles consistent with democratic ideals.
 - b. To participate actively as an informed and responsible citizen in solving the social, economic, and political problems of one's community, state and Nation.

- c. To recognize the interdependence of the different peoples of the world and one's personal responsibility for fostering international understanding and peace.
 - d. To understand the common phenomena in one's physical environment, to apply habits of scientific thought to both personal and civic problems, and to appreciate the implications of scientific discoveries for human welfare.
 - e. To understand the ideas of others and to express one's own ideas effectively.
 - f. To attain a satisfactory emotional and social adjustment.
 - g. To maintain and improve one's own health and to cooperate actively and intelligently in solving community health problems.
 - h. To understand and enjoy literature, art, music, and other cultural activities as expressions of personal and social experience, and to participate to some extent in some form of creative activity.
 - i. To acquire the knowledge and attitudes basic to a satisfying family life.
 - j. To choose a socially useful and personally satisfying vocation that will permit one to use to the fullest his particular interests and abilities.
 - k. To acquire and use the skills and habits involved in critical and constructive thinking.
3. The program of general education in an institution preparing students for certification shall be the same for all certificates—elementary, secondary, special.
4. The general education program of an institution shall be submitted to the Division of Teacher Education and Certification as a part of its over-all program of teacher education for review and approval as a basis for submission of the program to State Board of Education for approval. Upon recommendation of the preparing institution a twenty per cent leeway in one of the categories of general education may be allowed but with no reduction in the total requirement for general education.
5. Appropriate fields of concentration including majors and minors may be built upon the general education program.

6. No remedial course may be counted within the minimum of 45 semester hours of general education.
7. The individual courses making up the general education program of the college shall be a unified pattern permitting the student not only to gain breadth but depth in his understanding of himself and the world in which he lives.
The unity is most likely to be attained by carefully arranged sequence of courses increasing in depth and all of which have as their chief aim increasing the student's understanding of himself and the world in which he lives.
A random selection of courses within the four fields will not be a satisfactory general education pattern. Neither will a series of courses the purpose of which is to prepare a specialist within a given field be considered to be a sound general education program.
8. Any requirement in general education may be satisfied by a special examination provided advanced courses are pursued in satisfying the requirements.
9. With the approval of the Council on Public Higher Education, an institution engaged in the education of high school teachers may substitute its requirements in general education for the group requirements outlined above.

G. ENDORSEMENT OF ELEMENTARY SCHOOL CERTIFICATES FOR TEACHING AT THE SECONDARY LEVEL
42.841

An elementary certificate, when the holder has a degree, may be endorsed for teaching at the secondary level when the following have been met:

1. Completion of a major or a minor (as certified by the college and in keeping with majors and minors as designated for high school certification);
2. All requirements completed in general education as outlined for secondary certification;
3. Completion of Fundamentals of Secondary Education* or a new course covering this area and offered as a part of the new program of preparation for secondary teachers;

4. Completion of Adolescent Psychology* unless this area of study has been included in a course in Human Growth and Development.*

(When a recognized minor has been completed, the endorsement may be for one year and each subsequent endorsement will require completion of additional requirements in keeping with this plan.) The holder of the elementary certificate based upon completion of a four-year elementary curriculum may qualify for the regular Provisional High School Certificate upon completion of a major or minor with a total of 48 semester hours in the major **and** minor.

H. RECOGNITION OF TEACHER PREPARATION COMPLETED IN ANOTHER STATE

42.005

1. A person who is qualified for a certificate in another state based on a four-year curriculum completed in a college accredited by a national or a regional accrediting agency may be issued a comparable certificate in Kentucky, provided that the decision relative to additional work to be taken to satisfy deficiencies shall be left to the discretion of the Division of Teacher Education and Certification.
2. A certificate issued with stipulated course deficiencies may be limited to two years.

The issuance of certificates to teachers prepared in other states is further governed by the regulations in section J.

*Credit for these courses must be earned in residence or by extension; credit in these courses is not acceptable if earned by correspondence.

I. ADJUSTMENT PERIOD FOR TEACHER EDUCATION GRADUATES

42.884

1. A person who qualifies for teacher certification at the time of graduation, based upon the completion of an approved four-year program of preparation at a Kentucky teacher education

institution, shall continue to be eligible for a period of five years for the issuance of the certificate (dating from September 1 following the time of graduation).

2. If application is made later than five years but less than ten years after graduation the certificate may be issued with the condition that any deficiencies for meeting the current requirements must be made up within a two-year period. The total amount of such deficiencies shall not exceed 12 semester hours, the amount which would have been required for renewal, had the certificate been issued at the time of graduation.
3. Applicants who have completed at a Kentucky teacher education institution an approved program of teacher preparation-certification for elementary or secondary teaching ten or more years prior to the date of the application must meet the same requirements for the initial issuance of the Kentucky certificate as are required for the renewal of the certificate had it actually been issued. [This regulation has been clarified in SBE 42.830, below.]

**J. CERTIFICATION OF TEACHERS PREPARED MORE THAN
TEN YEARS BEFORE MAKING APPLICATION**

42.830

1. A person who has completed a four-year program of teacher preparation ten or more years prior to the date of application for certification shall be issued the comparable current Kentucky certificate bearing the condition that 12 semester hours of graduate level course work be completed at a minimum rate of 6 semester hours a year within a two-year period and provided further that:
 - a. The 12 semester hour condition shall be reduced by the amount of graduate level credit completed during the previous ten-year period;
 - b. The 12 semester hour condition shall be reduced by the amount of full-time teaching experience at the appropriate level completed during the previous ten-year period (at the rate of one full year for 4 semester hours);

- c. A person who has held a Kentucky teaching certificate which was issued upon the basis of a four-year program of teacher preparation, which certificate expires prior to July 1, 1967, without having met renewal requirements, may be reissued the comparable current Kentucky certificate under the same conditions outlined above;
- d. The certificates expiring after July 1, 1967, were originally issued for a ten-year period and shall not be subject to reissuance under this regulation; and
- e. Any certificate bearing the condition for completing additional academic preparation which expires without the conditions being satisfied shall not be subject to reissuance under this regulation until all of the original conditions have been satisfied.

K. HOW TO APPLY FOR TEACHER CERTIFICATION

42.005

1. No certificate shall be issued to an applicant until written application has been made upon forms furnished by the State Department of Education, and official transcript has been filed showing all college credits earned up to the time application is made.
2. Application for Certificate must be made upon forms prepared by the Department of Education. The application form will be mailed upon request.
3. Each applicant for a certificate must be recommended by a school official and the signature of the recommending officer shall be on the application. The recommendation will be to the effect that the applicant has completed a program of preparation for the appropriate certificate as approved by the State Department of Education.

II. GUIDELINES FOR THE PREPARATION-CERTIFICATION FOR JUNIOR HIGH SCHOOL TEACHERS

The plan of preparation-certification of junior high school teachers is a permissive program. Teacher candidates who follow this program may be issued a certificate valid for teaching at the junior high school level as recognition of their special preparation. On the other hand there has been no change in the validity range of the certification program for the elementary school level, grades kindergarten through eight, or for the secondary school level, grades seven through twelve.

It should be emphasized that these guidelines are designed for use by teacher education institutions in developing programs of study rather than as guides for individuals who are seeking an outline of courses to take for certification. Hence, the individual teacher candidates should plan their programs of preparation with the guidance of the college advisers rather than following these guidelines. Since the plan of preparation-certification of junior high school teachers is relatively new very few of the Kentucky teacher education institutions have as yet developed curricular programs leading to the junior high school certificate.

It should be noted that some of the teaching majors and minors which are acceptable for junior high school certification are different from those acceptable for teaching in grades nine through twelve. If the teacher candidate presents teaching majors and minors which are acceptable for grades nine through twelve the junior high school certificate may be endorsed at the time of its issuance for teaching these subjects in grades nine through twelve. Thus by exercising some foresight in the selection of options for satisfying the sixty semester hour requirement for teaching specialization the teacher candidate may follow a program which will result in certification extending from grade five through grade twelve. If certification for the elementary school level is desired at a later date the person holding a junior high school certificate may have it endorsed for the elementary school level upon completion of the same endorsement program which applies to high school certificates.

A. BASIC BELIEFS REGARDING THE PREPARATION OF TEACHERS FOR JUNIOR HIGH SCHOOL AGE CHILDREN

42.115

The following beliefs are basic to the preparation program for teachers of the junior high school age children:

1. The junior high school, generally speaking, should be composed of grades 7, 8, and 9. [This statement does not rule out other possible combinations such as grades 6, 7, and 8.]
2. The organizational patterns will vary but, basically, the philosophy underlying the junior high school and the curriculum for the junior high school should consider this age child as its prime responsibility.
3. Junior high school teachers should meet all of the personal and professional prerequisites of other teachers as they relate to high quality of selection and preparation but, in addition, junior high school teachers should understand the problems and needs of children of this age.
4. The junior high school is not entirely a continuation of elementary school but some of the basic skills which are started in elementary school are continued in junior high school and for this reason changes should be made in the preparation of teachers for this age student. The junior high school should be considered as a transitional period planned to meet the needs of the early adolescent and to provide for him a better type of general education as well as specific preparation that would fit him for later school work.
5. Junior high school teachers should understand the basic philosophy and problems which relate to junior high schools and should also be thoroughly familiar with curriculum appropriate to the junior high school age child. They should possess the skills and knowledge in the subject or subjects which they will be expected to teach.
6. In order to provide basic general education and to enable this program to fit in easily with the present approved program, the same general education program should be required that is currently required for secondary teachers.
7. In addition to the presently approved professional education courses (elementary or secondary program), junior high school teachers should have preparation as indicated in section B. 3.

B. THE CURRICULUM FOR JUNIOR HIGH SCHOOL TEACHERS

42.115

1. General Education

The same general education requirements currently approved for senior high school teachers shall be used for junior high school teachers and courses taken in general education may be applied to the majors, minors, and/or semi-majors.

2. Specialization

Any one of the following three plans may be followed in completing the academic requirements for the junior high school certificate:

Plan 1. Two majors of at least 24 semester hours each and one semi-major of 12 semester hours

Plan 2. One major of at least 24 semester hours and three semi-majors of 12 semester hours each.

Plan 3. One major of at least 30 semester hours, one minor of 18 semester hours, and one semi-major of 12 semester hours.

In all cases, the majors, minors, and semi-majors shall be chosen from the approved list of subject fields. [see Section C.]

The subject areas shall total 60 semester hours in the combination of majors, minors, and semi-majors.

3. Professional Education

Methods courses shall be in addition to the required preparation in the subject of specialization (major, minor, or semi-major) and as a part of the regular professional education courses, junior high school teachers of the academic subjects must have the following preparation:

(a) Teaching of reading (3 semester hours minimum) (This should apply to all language, English, social studies, and science teachers.)

(b) Adolescent psychology (3 semester hours minimum) (This requirement is in addition to human growth and development and the course should be designed especially for junior high school age pupils.)

- (c) Junior high school philosophy, organization, and curriculum (3 semester hours minimum) (This could, and perhaps should, be the methods and materials course that precedes student teaching and should be organized especially for junior high school teachers.)
- (d) At least one course in the field of testing, evaluating, and counseling and guidance be included. This was considered highly desirable but was not listed as a requirement at the undergraduate level.

C. TEACHING MAJORS, SEMI-MAJORS, AND MINORS APPROVED FOR JUNIOR HIGH SCHOOL TEACHERS

42.115

1. Subjects from which majors may be chosen by applicants for the junior high school certificate are (each major shall require at least 24 semester hours):

- biology
- biology (18 hours) and health (6 hours)¹
- chemistry
- dramatics (6 hours) and speech (18 hours)¹
- economics (6 hours) and sociology (18 hours)¹
- English and communications²
- French
- geography
- German
- history
- history (18 hours, must include American History) and political science (6 hours)¹
- humanities and fine arts³
- languages⁴
- Latin
- mathematics⁵
- physics
- political science
- science⁶
- social science⁷
- Spanish

The majors carrying footnotes are new majors which have been established for the purpose of offering programs more in line with the needs of junior high school teachers. The majors not carrying footnotes are acceptable majors for grades nine through twelve. The majors carrying footnote 1 are acceptable as teaching minors in grades nine through twelve. The majors carrying footnotes numbered 2 through 7 apply only to the junior high school level and are not acceptable for grades nine through twelve.

¹In a combination of subjects for majors, not less than the designated number of hours shall be included in each field.

²*English and Communications*: 24-30 semester hours to be made up of composition, 6 semester hours; linguistics, advanced composition, or phonetics, 3 semester hours; books and literature for adolescent children, 3 semester hours, (may be offered as a library science course); speech, 3 semester hours; literature, 9 semester hours (American Literature to be included).

³*Humanities and Fine Arts*: 24 semester hours with a minimum of 6 semester hours in each of three fields to be chosen from the following: music, art, humanities, appropriate philosophy and appropriate literature courses. The remaining 6 semester hours are to be electives from any one of these fields.

⁴*Languages*: 24 semester hours made up of any two languages with 12 semester hours or two full years of study each.

⁵*Mathematics*: 24 semester hours including 6 semester hours of work designed especially to present the newer concepts of mathematics, including algebra. The remainder will be chosen from the regular planned curriculum.

⁶*Science*: 24-30 semester hours with a minimum of 6 semester hours in three fields chosen from the following: physics, chemistry, biological sciences, and earth science. The student will be required to have at least 6 semester hours in physical science (physics or chemistry) and 6 semester hours in biological sciences. Three semester hours of botany and 3 semester hours of zoology may be taken to meet the biological sciences requirement.

⁷*Social Science*: 24-30 semester hours with a minimum of 6 semester hours in each of three fields to be chosen from the following: history (required), geography (required), political science or government, economics, social anthropology, and sociology.

2. **Subjects from which semi-majors may be chosen by applicants** for the junior high school certificate are (each semi-major shall require 12 semester hours except that 18 semester hours shall be required in all semi-majors which include a combination of subjects):

Any foreign language

biology

chemistry

dramatics (6 hours) and speech (12 hours)¹

geography
 geology (6 hours) and geography (12 hours)¹
 history
 history (12 hours) and political science (6 hours)¹
 mathematics²
 physics
 special semi-major for breadth of preparation³

3. Subjects from which minors may be chosen by applicants for junior high school certification were not listed. It is presumed that these subjects must be approved by the college adviser. A minor requires a minimum of 18 semester hours credit in one subject.

¹In a combination of subjects for semi-majors, not less than the designated number of hours shall be included in each field.

²A semi-major in mathematics shall include 6 semester hours of work designed especially to present the newer concepts of mathematics (including algebra), and the remaining electives shall be chosen from the planned curriculum.

³The majors and semi-majors listed above are those normally taught in a junior high school but for the purpose of breadth in preparation, one semi-major of 12 semester hours may be chosen from the following:

art	political science
dramatics	psychology
economics	sociology
health	speech
journalism	

D. VALIDITY, RENEWAL, AND EFFECTIVE DATES

42.115

1. The special certification for junior high school teachers shall become effective in September, 1966. The junior high school certificate shall be valid in grades 5 through 9 and shall be endorsed for teaching at the high school level for any subject assignment in which the teacher holds a regular high school teaching major or minor.
2. When this program becomes effective, teachers in senior high school or in elementary school will be able to convert to this certificate by meeting the additional requirements [all the deficiencies for the junior high school curriculum as determined by the college].

3. Teachers of art, music, physical education, and all vocational subjects will be eligible to teach in junior high school provided they hold a certificate valid for high school or 12-grade teaching.
4. The Provisional Junior High School Certificate shall be valid for a period of ten years and shall be renewed only upon completion of a planned fifth year program of college work. The provisional teaching certificate may be extended for life upon completion of three years successful teaching experience during the validity period of the certificate and upon completion of a planned fifth year program of college work.

The State Board of Education will consider proposals for the "fifth year program" from the Council on Public Higher Education in the fall of 1967. Full and complete information regarding the fifth year program will be distributed after adoption by the State Board of Education.

E. STANDARD JUNIOR HIGH SCHOOL CERTIFICATE

42.116

1. The Standard Junior High School Certificate shall be issued to a person who meets the requirements of law and the general regulations of the State Board of Education and who files a transcript of credits showing the completion of the four-year curriculum for the preparation of junior high school teachers as recommended by the Council on Public Higher Education and approved by the State Board of Education, and who, in addition thereto, completes the requirements for a master's degree in a standard graduate school, and completes the curriculum prescribed below for the Standard Junior High School Certificate.
2. The curriculum leading to the Standard Junior High School Certificate shall be developed by the respective teacher education institutions according to the following guidelines and submitted for approval by the State Board of Education through the Division of Teacher Education and Certification:
 - a. Completion of the requirements for the master's degree, which shall be based upon at least thirty semester hours of graduate credit. For students who write a thesis, a

minimum of twenty-four semester hours graduate credit shall be required.

- b. At least fifteen semester hours of the graduate credit required for the master's degree must be in courses open only to graduate students.
 - c. A minimum of nine semester hours of graduate credit shall be selected from the following areas of professional education in accordance with the needs of the individual teacher:
 - (1) A general study of curriculum development
 - (2) Research methodology
 - (3) Advanced study in human growth and development
 - (4) The psychology of learning
 - (5) A seminar in instruction devoted to the method of teaching
 - (6) Foundations in education—sociological, psychological, philosophical, historical.
 - d. A minimum of twelve semester hours in graduate credit shall be selected to strengthen the academic specialization of the junior high school teacher and/or to further develop the general education background.
 - e. The remaining nine hours of graduate credit may be selected from courses designed to strengthen the preparation of the teacher; the selection should be on the basis of the individual needs of the teacher in keeping with policies developed by the institution. (It is anticipated that persons who have definitely decided to continue their preparation in school administration might use these electives to get a better foundation in the behavioral sciences. Such courses would be a benefit both to classroom teachers and to prospective school administrators.)
3. The Standard Junior High School Certificate shall be issued for a period of ten years and may be extended for life upon three years' successful teaching experience during the life of the certificate. If the holder fails to meet the requirements for life extension by the end of the ten-year period, the certificate may be registered at the end of each ten-year period in the Division of Teacher Education and Certification of the State Department of Education on basis of two years of experience or six semester hours graduate work for each of the years required experience.

III. GUIDELINES FOR THE PREPARATION-CERTIFICATION FOR SECONDARY SCHOOL TEACHERS

These guidelines for the preparation-certification of secondary school teachers provide the outlines by which each teacher education institution may develop a program of preparation which when approved by the State Department of Education may become the basis for the issuance of teaching certificates to the candidates who complete the "approved programs." While the guidelines are informative to individuals who aspire to become teachers they are not to be taken as a course of study which should be followed by the individual. The prospective teacher should work out his individual program of study with the guidance of his curriculum adviser and in accordance with the teacher education curriculum in effect at his college or university.

The guidelines include a statement of competencies which serve as goals for the preparation of the secondary teacher. It is recognized that the four-year program of preparation leading to the Provisional High School Certificate can start the beginning teacher in the teaching profession but that a combination of experience and further graduate study is necessary in order to attain the desired competencies included in these guidelines. To this end the Standard High School Certificate gives recognition to the desired level of preparation for teaching in the secondary schools.

In addition to the general statement of competencies for secondary teachers statements of competencies have also been developed specifically for teachers of art, industrial arts, music, and vocational home economics. These statements are reproduced in another section.

The initial four-year program for the Provisional High School Certificate includes a pattern of general education, a pattern of professional education, and an area of preparation for the teaching specialty (the subject major and minor fields). The opportunity for subject matter specialization is continued at the graduate level with a minimum requirement of 12 semester hours credit but with the opportunity to devote as much as 21 semester hours credit to specialization outside the department of professional education.

For graduates of liberal arts colleges there is an attractive plan whereby certification can be issued on a year by year basis until all requirements are completed. The prerequisites for this profes-

sional commitment type certificate may usually be satisfied during the summer session preceding the school year.

The guidelines for the Standard High School Certificate have been revised and the new provisions become effective on September 1, 1967. In the meantime, the old guidelines for the Standard High School Certificate are included as a reference for persons who will be completing this program before September 1, 1967.

A. PROVISIONAL HIGH SCHOOL CERTIFICATE

42.010

The Professional High School Certificate valid for ten years shall be issued to persons who meet the general requirements of law and be issued to persons who met the general requirements of law and the regulations of the State Board of Education and file transcripts of standard college credits showing completion in an accredited college or university a program developed upon the following guidelines.

1. General Education—45 semester hours

a. Communications and Humanities—18 semester hours

Including English Composition—6 semester hours; literature—3 semester hours; and 9 semester hours selected from literature, fine arts (music, art and drama), journalism, speech, foreign languages, philosophy, religion.

b. Mathematics and Natural Science—12 semester hours

Including physical science: astronomy, chemistry, earth science, geology, physics; biological science: anthropology—physical, bacteriology, botany, general biology, physiology, psychology foundations, zoology; mathematics.

At least 3 semester hours shall be in the field of physical science and at least 3 semester hours in the field of biological science. Student laboratory experience may be required by the respective institutions. In mathematics, 3 semester hours are recommended.

c. Social Science—12 semester hours

(anthropology-cultural, contemporary problems, economics, geography, government, history, political science, sociological foundations, sociology, Western civilization).

d. Health and Physical Education—3 semester hours

(The content and course arrangements to be determined by each college.)

See section H for further requirements in general education which must be considered by the teacher education institution in developing the teacher education program.

2. Pre-Professional Preparation—12 to 18 semester hours recommended

It is desirable that students have a pre-professional block of preparation in addition to general education in the foundations of philosophy, psychology, sociology and anthropology. It is recommended that a balanced program of 12 to 18 semester hours in the foundations be selected from general education and/or electives. (May include such courses as sociology, anthropology, psychology, biology, philosophy, etc.)

3. Professional Preparation—17 semester hours

A minimum of 17 semester hours of professional preparation shall be developed within the following areas (an over-all average of "C" shall be required on all professional education courses):

a. Human Growth and Development and the Curriculum—3 to 6 semester hours

Preparation in this area should include a study of how children grow, learn and develop socially, physically, emotionally and mentally; a study of children's developmental patterns through adolescence and the implications of this knowledge for teaching and learning; a study of learning theories and the teaching-learning processes; purposeful observation of the behavior of the child, adolescent and youth.

b. Introduction to Education and/or School Organization—2 to 6 semester hours

Preparation in this area should include a study of teaching as a profession; the purpose of education in a democracy; an analysis of the function of schools today; a study of classroom and school organization; the teacher's expanding role in the educational program; an analysis of each phase of the school program including guidance

services, library services, evaluation and reporting on a system-wide, school-wide, and on an individual basis, etc. This area may be offered as a course or as a unit in another course or incorporated in another area of the professional block.

c. **Fundamental Processes and Learning Materials—2 to 6 semester hours**

Preparation in this area should include a broad view of the teaching-learning processes; instructional materials in the different subject fields, including reading, use of library materials, audio-visual aids, and other resources in providing learning experiences fitted to achievement and maturity level of children and youth; and preparation in how to supervise study and how to develop study habits.

d. **Student Teaching—8 semester hours**

Preparation in this area should provide a variety of experiences in the various functions of a teacher in the total school program; experiences with children and young people in the learning process; experiences with various records necessary to the over-all management of a school as performed by the classroom teacher; experiences with a total faculty in action in a unified approach to its program and problems; seminar experiences during and following student teaching in order to provide for need-experiences for each teacher.

4. **Professional Laboratory Experiences in Lieu of Student Teaching**

A teacher education institution shall be permitted to substitute for any part of or all of student teaching, required for certification, other desirable laboratory experiences on campus after the prerequisites to student teaching have been met and provided there is satisfactory evidence that: A teacher has had two or more years of successful experience in the public schools or in a private school on a legal certificate.

A teacher who has had a minimum of four years of successful experience may upon recommendation by the superintendent, principal, and supervisor be permitted by the college to waive four semester hours of the eight semester hours

required in student teaching or of the professional laboratory experiences.

5. **Majors, Minors and Areas of Concentration**

Each curriculum shall require: (a) an area of concentration with a minimum of 48 semester hours exclusive of courses in methods, or (b) two majors, or (c) one major and two minors, or (d) one major and one minor when credit in both is 48 semester hours exclusive of courses in methods.

When a student is awarded an advanced standing in a subject field by a college or university due to previous training, experience, or as a result of an examination, the college or university may recommend the student for certification when he has achieved a level of competency equivalent to a normal teaching major or minor.

6. **Completion of a baccalaureate degree**

7. **Teaching Areas**

- a. **Agriculture.** An agriculture area shall require the completion of the vocational agriculture curriculum. (see section B).
- b. **Art.** A teaching area in art shall include the following: A minimum of 48 semester hours in courses related to the following areas: art history, two dimensional design, drawing, painting, and three dimensional design; and course or courses in methods related to elementary and secondary art education.
- c. **Business Education (Commerce).** A teaching area in business education shall consist of a minimum of 48 semester hours in commerce (business education) as the following: Accounting—8 semester hours, secretarial practice—14 semester hours, general business—18 semester hours, elective in commerce—8 semester hours. A course in business education (methods and materials) shall be in addition to the 48 semester hours.
- d. **English.** A teaching area in English shall consist of a minimum of 48 semester hours, 30 semester hours of which shall be in the following field: Grammar, composition, and literature, and the remaining 18 semester hours may be distributed among the following fields: Speech, dramatics, and journalism. Beginning with fall semester

of 1964 an area in English must include a course in linguistics.

- e. **Foreign Languages.** A teaching area in foreign languages shall consist of a minimum of 48 semester hours with a distribution among the languages as the following: 18 semester hours in the leading language, 12 semester hours in two other languages, and 6 semester hours elective. The 6 hours should be in one of the other languages among those selected for the area of concentration.
- f. **Health, Physical Education and Recreation.** A teaching area in health, physical education and recreation shall consist of a minimum of 48 semester hours.
- g. **Home Economics.** A home economics area shall require the completion of the vocational home economics curriculum. (See section C.)
- h. **Industrial Arts.** An area of concentration for teaching industrial arts shall consist of a minimum of 48 semester hours credit. Of this total, at least 45 semester hours shall be in laboratory courses. Laboratory courses in industrial arts shall consist of experiences in at least five of the following areas: woods, metals, drafting, graphic arts, power mechanics, general shop, crafts and electricity. The maximum concentration in any one area shall be 18 semester hours. In addition, there shall be a course in professional industrial arts education.
- i. **Music.** A teaching area in music shall consist of a minimum of 48 semester hours and may consist of 60 semester hours distributed approximately as the following (each institution may plan its own distribution):

Applied music, including enough piano to insure competency to play simple accompaniments and materials such as are found in the Golden Book 16 semester hours

Music theory including harmony, sightsinging, dictation, counterpoint, and form and analysis 16 semester hours

A course in conducting plus music electives, two of which may include 14 semester hours

participation in vocal or instrumental ensembles. such as glee club, choir, orchestra, band or chamber groups

Music history, appreciation and 10 semester hours literature

Methods and materials in music education (Method and materials may be offered in the department of education or department of music) 4 semester hours

- j. **Mathematics-Physical Science.** A teaching area in mathematics-physical science may consist of a minimum of 48 semester hours including chemistry, physics and mathematics with no fewer than 15 semester hours in each.
- k. **Science.** A teaching area in science may consist of a minimum of 48 semester hours, 15 (or more) of which shall be in biology or chemistry or physics, 12 (or more) in each of the other two of these fields (biology, chemistry, physics), 3 semester hours (or more) in geology, and the remainder shall be selected from the sciences.
- l. **Social Studies.** A teaching area in social studies shall consist of a minimum of 48 semester hours distributed as follows: 18 semester hours in history, including 6 semester hours in American History and 6 semester hours in European History; 30 semester hours selected from political science, economics, sociology, and geography (cultural anthropology may be included in this area) with a minimum of six semester hours in each and with a maximum of 12 semester hours in any one of these subjects.

8. Teaching Majors

Each teaching major in a single subject shall require 24 semester hours credit unless otherwise indicated. Majors in subject combinations shall require 30 semester hours credit.

In a combination of subjects for majors, not less than 8 semester hours shall be in each subject within the major. **Methods courses shall be in addition to the required preparation in the subject of specialization.**

Subject fields in which majors may be chosen by applicants are:

accounting	health-physical education
accounting-general business	health-safety
accounting-secretarial	history
practice	history-political science
Agriculture	home economics
art ¹	industrial arts ³
biology	journalism
biology-health	Latin
chemistry	library science ⁴
dramatics-speech	mathematics
earth science	music
economics	physical education
economics-sociology	physics
English ²	political science
French	psychology
general business	Russian
general business-secretarial	secretarial practice
practice	sociology
geography	Spanish
German	speech
health	

¹A teaching major in art shall include a minimum of 30 semester hours in courses related to each of the following areas: art history, two dimensional design, drawing, painting, and three dimensional design; and course or courses in methods related to elementary and secondary art education.

²A teaching major in English shall require 30 semester hours credit. Beginning with the fall semester of 1964, a major in English must include a course in linguistics.

³A teaching major in industrial arts shall consist of a minimum of 33 semester hours credit plus a course in professional industrial arts education. The laboratory courses shall consist of a minimum of 6 semester hours each in at least three of the following areas: woods, metals, drafting, graphic arts, power mechanics, general shop, crafts, and electricity. One of the above areas shall be drafting. None of the areas shall exceed 9 semester hours for a major.

⁴A major or minor in library science shall require, in addition to the required semester hours, a minimum of 3 semester hours in library school practice as a part of student teaching or in addition to student teaching.

9. Teaching Minors

Each teaching minor in a single subject shall require 18 semester hours credit unless otherwise indicated. Minors in

subject combinations shall require 24 semester hours credit. In a combination of subjects for minors, not less than 6 semester hours shall be in each subject within the minor.

Subject fields in which minors may be chosen by applicants are:

accounting	geology
accounting-general business	geology-geography
accounting-secretarial practice	health
agriculture	history
art ¹	history-political science
biology	home economics
chemistry	journalism
dramatics	library science ⁴
dramatics-speech	mathematics
earth science ²	music
economics	physical education
economics-sociology	physics
English ³	political science
general business	psychology
general business-secretarial	secretarial practice
practice	sociology
geography	speech

Also any foreign language may be used as a minor.

¹A teaching minor in art shall include a minimum of 18 semester hours in courses related to art appreciation, and/or art history, two dimensional design, drawing, painting, and three dimensional design; and course or courses in methods related to elementary and secondary art education.

²For secondary certification, the minor in earth science must be taken in conjunction with a major or minor in another science or in mathematics.

³A teaching minor in English shall require 24 semester hours credit. Beginning with fall semester of 1964, a minor in English must include a course in linguistics.

⁴A major or minor in library science shall require, in addition to the required semester hours, a minimum of 3 semester hours in library school practice as a part of student teaching or in addition to student teaching.

10. **Eight semester hours of credit in military science may be allowed veterans** who have completed basic training (minimum of 90 days of service). Required physical education activity courses may be waived for such veterans, but no credit shall be allowed for these courses.

11. The Provisional High School Certificate is valid on a continuing basis, provided that the certificate is registered at the end of each ten-year period in the Division of Teacher Education and Certification of the State Department of Education on evidence of three years of teaching experience or 12 semester hours of additional graduate work (4 semester hours of graduate work for each of the three years the teacher fails to teach).

Beginning September 1, 1966, the Provisional High School Certificate issued to become effective from July 1, 1967, and thereafter shall be valid for a period of ten years and shall be renewed only upon completion of a planned fifth year program of college work. The provisional teaching certificates may be extended for life upon completion of three years successful teaching experience during the validity period of the certificate and upon completion of a planned fifth year program of college work.

The State Board of Education will consider proposals for the "fifth year program" from the Council on Public Higher Education in the fall of 1967. Full and complete information regarding the fifth year program will be distributed after adoption by the State Board of Education.

12. The Provisional and Standard High School Certificate shall be valid for teaching in grades seven and eight in any school organization, and in grades nine through twelve.
13. This program, section 42.010, may become effective September, 1959, and shall become effective for all students entering college September, 1960. All persons recommended by the college for certification after September 1, 1964, shall be required to meet the present requirements which became effective September 1, 1960, for entering freshmen.

B. THE PROVISIONAL HIGH SCHOOL CERTIFICATE FOR VOCATIONAL AGRICULTURE

42.010

The Provisional High School Certificate for Vocational Agriculture, valid for ten years, shall be issued to a person who meets

the requirements of law and general regulations of the State Board of Education and files a transcript of standard college credits showing the completion of the requirements for a vocational teacher of agriculture based on at least a baccalaureate degree, and who has met requirements as set by the Council on Public Higher Education and approved by the State Board of Education as the following:

1. The applicant shall have completed the approved curriculum in vocational agriculture at an institution approved by the State Board of Education for preparing teachers of vocational agriculture.
2. The applicant shall have the following professional education:

Agricultural Education 181—Teaching Vocational Agriculture (including special emphasis on psychology of learning)	15 semester hours
--	-------------------

Agricultural Education 182— Adult-Farmer Schools and Young- Farmer courses in Agriculture	3 semester hours
---	------------------

3. The applicant shall have a minimum of 60 semester hours in agriculture, approximately as the following:

Crops	9 semester hours
Soils	6 semester hours
Horticulture	6 semester hours
Animal Husbandry	21 semester hours
Agricultural Entomology	4 semester hours
Farm Shop	6 semester hours
Agricultural Economics	3 semester hours
Farm Management and Marketing	6 semester hours

4. Applicants must have three full years of farm experience after the age of 14 years. (This point shall be determined by the teacher training staff.)
5. An applicant who has met the requirements for teaching vocational agriculture outside Kentucky may be approved by the State Supervisor of Agricultural Education, upon taking such additional training in agricultural education as may be necessary to adjust his training so that he can work in Kentucky's program of vocational agriculture.

6. The applicant shall be approved by the teacher training staff and shall be recommended for certification by the staff.
7. **Certification of Institutional-on-the-Farm Instructors:** The Provisional High School Certificate for Vocational Agriculture shall also qualify the holder to serve as an instructor for institutional-on-the-farm training.

C. THE PROVISIONAL HIGH SCHOOL CERTIFICATE FOR VOCATIONAL HOME ECONOMICS 42.010

The Provisional High School Certificate for Vocational Home Economics valid for ten years shall be issued to persons who meet the general requirements of law and the regulations of the State Board of Education and who file transcripts of standard college credits showing the completion of the requirements for the bachelor's degree and who have completed the four-year approved curriculum for vocational home economics teachers at an institution approved by the State Board of Education for preparing teachers of vocational home economics.

1. General Education—45 semester hours

This area shall include:

Communications and Humanities	18 semester hours
-------------------------------	-------------------

Art (May be considered a part of humanities if it is the type course which is included in general education for all students. If it is applied definitely to area of home economics, this requirement may be designated as home economics and considered as a part of the 48 semester hours in home economics.)	4 semester hours
---	------------------

Physical and Biological Sciences (the physical science must include at least one course in chemistry.)	15 semester hours
--	-------------------

Social Science (This area must include work in economics and sociology.) 12 semester hours

2. Professional Education—18 semester hours

(With a minimum of one course in home economics methods, 8 hours in directed teaching in home economics, and instruction in adult education for homemakers)

3. Home Economics—48 semester hours

Clothing and Textiles	9 semester hours
Family Economics and Home Management	7 semester hours
Family Relations and Child Development	8 semester hours
Foods and Nutrition	9 semester hours
Health and Home Care of the Sick	2 semester hours
Housing, Home Furnishing, Equipment	9 semester hours
Electives in Home Economics	4 semester hours

4. Directed Teaching Experience

Directed teaching experience shall consist of observing and teaching in-school and out-of-school (older youth and adult) groups including:

- a. Experience in teaching three different type units
- b. Experience in guiding home experiences including the use of the conference period
- c. Experience in making home visits
- d. Experience with FHA or NHA
- e. Experience in assisting with teaching at least one organized group of adults
- f. Experience with other responsibilities of a home economics teacher

Directed teaching experience shall consist of a minimum of 100 hours of observing and teaching. A minimum of 60 lessons shall be taught by the student teacher including teaching in-school and out-of-school groups.

5. Other Experiences

- a. **Home making experiences:** Prospective teacher shall have

hours
some practical experiences with managerial responsibilities in a home.

- b. **Residence in home management house:** Prospective teachers shall have not less than six weeks of directed experience in a home management house.
- c. **Directed experiences with children:** Prospective teachers shall have had experience in observing and working with pre-school children during the time they are taking work in child development.
- d. **Community experiences:** The prospective teacher shall have had experience in making community contacts which will enable her to be aware of other educational opportunities, such as, working with PTA and working with community programs of recreation and health, etc.
- e. **Work experiences:** Prospective teacher shall be encouraged to get some work experience under guidance that will help to develop homemaking skills and an insight into problems of wage earners.

hours
hours
hours
hours
hours
hours
g and
adult)

g the

organ-
e eco-
um of
essons
ng in-

l have

D. PROVISIONAL HIGH SCHOOL CERTIFICATE WITH PROFESSIONAL COMMITMENT 42.015

The Provisional High School Certificate with Professional Commitment may be issued beginning with the school year 1961-1962 upon the following plan:

1. An applicant may be issued a Provisional High School Certificate with Professional Commitment, valid for one year, provided that:
 - a. The applicant holds a baccalaureate degree granted by an accredited college and has at least a minor of 18 semester hours as approved by the institution in the subject he is to be assigned to teach and 6 semester hours in professional education, including a course in Human Growth and Development; and
 - b. The applicant (in-state or out-of-state) meets the same criteria for admission to a teacher education program as

regular students, secures a statement from the appropriate college official that he has been admitted to teacher education; and

- c. The applicant makes a written professional commitment to the institution to which he is admitted to teacher education that he or she will complete the work for full certification, stating that he will work toward completion of all deficiencies as determined by the institution. (Copy of commitment including list of deficiencies shall be submitted to the Division of Teacher Education and Certification with application for the certificate.); and
 - d. The applicant's certificate will be released when he furnishes a statement either with original application or afterwards showing that a superintendent is employing him and describing the plan the superintendent will follow in providing assistance to the teacher during the first year of teaching; and
 - e. The applicant fulfills his commitment by completing all deficiencies in the institution to which he was admitted to teacher education except those courses for which the institution gives permission to be completed elsewhere; and
 - f. The applicant is recommended for the original professional commitment certificate and by the appropriate college official; and
 - g. The privilege of holding a Provisional High School Certificate with Professional Commitment is granted annually upon the completion of at least 8 semester hours of college work selected from the list of deficiencies and upon the recommendation of the college and local superintendent; and
 - h. The Provisional High School Certificate is issued to a person who previously held the professional commitment certificate only upon completion of all deficiencies and upon recommendation of the appropriate college official.
2. The issuance of this type certificate will continue so long as annual evaluation reveals the need for this type of certification program and so long as the evaluation provides evidence that the teachers who hold this type certificate are, in the

judgment of the local superintendents, giving satisfactory service.

The qualifications of teachers holding the professional commitment type certificate will be ranked on the basis of regular certification. For example, a teacher having this certificate and the bachelor's degree would be classified in Rank 3 under the Foundation Law; a teacher having this certificate and the master's degree may be classified in Rank 2.

E. COMPETENCIES FOR THE STANDARD HIGH SCHOOL CERTIFICATE

43.001

The program leading to the issuance of the Standard High School Certificate should point toward the development of the following competencies:

1. Understanding how children grow, develop, and learn, and competencies in using better these understandings in meeting the needs of learners at the different maturity levels, including:
 - a. Being able to deal with learners more effectively as whole beings, and as growing developing personalities; and to develop the curriculum in terms of children as whole beings;
 - b. Knowing better how to carry on, and to evaluate with learners;
 - c. Using better counseling procedures in working with learners at a given maturity level, helping learners to read better, and study effectively;
 - d. Keeping children in regular attendance through maintaining a better emotional climate, fostering mental health, safeguarding physical well-being, and dealing with boys and girls as people.
2. Competencies in identifying more accurately community needs, and in using resources in helping to meet these needs through the school program, including:

- a. Understanding better the specific ways the schools can help people in improving the quality of total living;
 - b. Using more effectively community culture as a point of departure in helping learners grow, develop and learn;
 - c. Understanding better, community organizations and discovering and utilizing community leaders in the total school enterprise;
 - d. Making community surveys, and interpreting and evaluating results for school-community improvements;
 - e. Helping to solve social and economic problems of the community through the school program.
3. Competencies in identifying, classifying, and organizing learning materials and experiences more effectively in terms of learners:
- a. Knowing better how to identify learning materials and experiences and to adapt them to the maturity levels of learners;
 - b. Knowing the present status of Kentucky's resources and using these resources more effectively in the learning program;
 - c. Willingness to seek help when needed;
 - d. Knowing how to relate subject-matter experiences to the interests, abilities, and aptitudes of learners, and to the social and economic problems of the community;
 - e. The ability to identify and the disposition to follow valid research findings.
4. Competencies in establishing and maintaining good work relations in the school and community, including:
- a. Getting the school under way through more effective advanced planning, and through continuous planning with learners, and with colleagues in the school and adults in the community;
 - b. Being more sensitive to personal problems of learners, fellow teachers, and adults in the community;
 - c. Being more sensitive to problems as they appear, and the ability to assess the total situation so that the "setting" of the problem may be understood;

- d. The ability and disposition to recognize and utilize expertness in fellow teachers and everyday citizens;
- e. Participation in local professional organizations, and the ability to use more effectively workshop and problem-solving techniques.

**F. STANDARD HIGH SCHOOL CERTIFICATE—
GUIDELINES IN EFFECT UP TO SEPTEMBER 1, 1967
42.101**

1. The Standard High School Certificate valid for ten years shall be issued by a person who meets the requirements of law and general regulations of the State Board of Education and files a transcript of credits showing the completion of the four-year curriculum for the training of high school teachers as recommended by the Council on Public Higher Education and approved by the State Board of Education, and who, in addition thereto, completes the requirements for a master's degree in a standard graduate school as prescribed.

A teacher who holds an old type certificate numbered below 10,000 (issued prior to September, 1935) and who is a college graduate may be considered qualified from a standpoint of certification to proceed with the graduate program and to receive the master's degree without being required to meet current requirements for a certificate based upon a degree. (This would mean in reality that the teacher who received the old type certificate and who has a degree but who does not have practice teaching would not be required to make up the practice teaching.)

2. The curriculum leading to the Standard High School Certificate shall be based upon the following:
 - a. Completion of the requirements for the master's degree which shall be based upon at least 30 semester hours of graduate work. For students who write a thesis, a minimum of 24 semester hours shall be required.
 - b. At least 15 of the 30 hours required for the master's degree must be in courses open only to graduate students. Nine of the 15 hours must be in professional education courses.

- c. At least 9 semester hours of the required work shall be in professional education courses designed to develop the recommended competencies.
 - d. At least 12 of the 30 semester hours required for the degree shall be non-professional subject matter courses. These courses must be selected from the general education courses and from the list of subjects in which majors and/or minors may be completed on the undergraduate level and used in partial fulfillment of requirements for the bachelor's degree and the Provisional High School Certificate. (The 12-semester-hour requirement is not applicable to holders of Provisional High School Certificates for Vocational Agriculture—a minimum of 6 semester hours acceptable.)
3. The standard High School Certificate may be extended for life upon three years' successful teaching experience during the life of the certificate. If the holder fails to meet the requirements for life extension by the end of the ten-year period the certificate may be registered at the end of each ten-year period in the Division of Teacher Education and Certification of the State Department of Education on basis of two years of experience or six semester hours graduate work for each of the years required experience.

**G. STANDARD HIGH SCHOOL CERTIFICATE—
GUIDELINES TO BECOME EFFECTIVE SEPTEMBER 1, 1967
42.100**

1. Effective from September 1, 1967, the Standard High School Certificate shall be issued to a person who meets the requirements of law and the general regulations of the State Board of Education and who files a transcript of credits showing the completion of the four-year curriculum for the preparation of secondary teachers as recommended by the Council on Public Higher Education and approved by the State Board of Education, and who, in addition thereto, completes the requirements for a master's degree in a standard graduate school, and completes the curriculum prescribed below for the Standard High School Certificate.

2. A teacher who holds an old type certificate number below 10,000 (issued prior to September, 1935) and who is a college graduate may be considered qualified from a standpoint of certification to proceed with the graduate program and to receive the master's degree without being required to meet current requirements for a certificate based upon a degree. (This would mean in reality that the teacher who received the old type certificate and who has a degree but who does not have practice teaching would not be required to make up the practice teaching.)
3. Effective from September 1, 1967, the curriculum leading to the Standard High School Certificate shall be developed by the respective teacher education institutions according to the following guidelines and submitted for approval by the State Board of Education through the Division of Teacher Education and Certification:
 - a. Completion of the requirements for the master's degree, which shall be based upon at least thirty semester hours of graduate credit. For students who write a thesis, a minimum of twenty-four semester hours graduate credit shall be required.
 - b. At least fifteen semester hours of the graduate credit required for the master's degree must be in courses open only to graduate students.
 - c. A minimum of nine semester hours of graduate credit shall be selected from the following areas of professional education in accordance with the needs of the individual teacher:
 - (1) A general study of curriculum development
 - (2) Research methodology
 - (3) Advanced study in human growth and development
 - (4) The psychology of learning
 - (5) A seminar in instruction devoted to the method of teaching
 - (6) Foundations in education—sociological, psychological, philosophical, historical.
 - d. A minimum of twelve semester hours in graduate credit shall be selected to strengthen the academic specialization

- of the secondary teacher and/or to further develop the general education background. Persons holding the Provisional High School Certificate for Vocational Agriculture may satisfy this section of the requirements with a minimum of six semester hours graduate credit rather than twelve.
- e. The remaining nine hours of graduate credit may be selected from courses designed to strengthen the preparation of the teacher; the selection should be on the basis of the individual needs of the teacher in keeping with policies developed by the institution. (It is anticipated that persons who have definitely decided to continue their preparation in school administration might use these electives to get a better foundation in the behavioral sciences. Such courses would be a benefit both to classroom teachers and to prospective school administrators.)
 4. The Standard High School Certificate shall be issued for a period of ten years and may be extended for life upon three years' successful teaching experience during the life of the certificate. If the holder fails to meet the requirements for life extension by the end of the ten-year period, the certificate may be registered at the end of each ten-year period in the Division of Teacher Education and Certification of the State Department of Education on basis of two years of experience or six semester hours graduate work for each of the years required experience.
 5. The Provisional and Standard High School Certificate shall be valid for teaching in grades seven and eight in any school organization, and in grades nine through twelve.

H. AGREEMENTS ON GENERAL EDUCATION INCLUDED IN THE PROGRAMS OF PREPARATION FOR ELEMENTARY AND SECONDARY TEACHERS

42.360

1. Each college shall formulate its own program of general education on the basis of its own objectives and consistent with the philosophy and resources of the staff and in keeping with the standards of accrediting agencies.

2. The objectives of general education as given in the Report of the President's Commission on Higher Education are accepted as a basis for evaluating the general education programs of the colleges approved for teacher education. These objectives are:
 - a. To develop for the regulation of one's personal and civic life a code of behavior based on ethical principles consistent with democratic ideals
 - b. To participate actively as an informed and responsible citizen in solving the social, economic, and political problems of one's community, state and Nation
 - c. To recognize the interdependence of the different peoples of the world and one's personal responsibility for fostering international understanding and peace
 - d. To understand the common phenomena in one's physical environment, to apply habits of scientific thought to both personal and civic problems, and to appreciate the implications of scientific discoveries for human welfare
 - e. To understand the ideas of others and to express one's own ideas effectively
 - f. To attain a satisfactory emotional and social adjustment
 - g. To maintain and improve one's own health and to cooperate actively and intelligently in solving community health problems
 - h. To understand and enjoy literature, art, music, and other cultural activities as expressions of personal and social experience, and to participate to some extent in some form of creative activity
 - i. To acquire the knowledge and attitudes basic to a satisfying family life
 - j. To choose a socially useful and personally satisfying vocation that will permit one to use to the fullest his particular interests and abilities
 - k. To acquire and use the skills and habits involved in critical and constructive thinking.
3. The program of general education in an institution preparing students for certification shall be the same for all certificates—elementary, secondary, special.

4. The general education program of an institution shall be submitted to the Division of Teacher Education and Certification as a part of its over-all program of teacher education for review and approval as a basis for submission of the program to State Board of Education for approval. Upon recommendation of the preparing institution a twenty per cent leeway in one of the categories of general education may be allowed but with no reduction in the total requirement for general education.
5. Appropriate fields of concentration including majors and minors may be built upon the general education.
6. No remedial course may be counted within the minimum of 45 semester hours of general education.
7. The individual courses making up the general education program of the college shall be a unified pattern permitting the student not only to gain breadth but depth in his understanding of himself and the world in which he lives.
The unity is most likely to be attained by carefully arranged sequence of courses increasing in depth and all of which have as their chief aim increasing the student's understanding of himself and the world in which he lives.
A random selection of courses within the four fields will not be a satisfactory general education pattern. Neither will a series of courses the purpose of which is to prepare a specialist within a given field be considered to be a sound general education program.
8. Any requirement in general education may be satisfied by a special examination provided advanced courses are pursued in satisfying the requirements.
9. With the approval of the Council on Public Higher Education, an institution engaged in the education of high school teachers may substitute its requirements in general education for the group requirements outlined above.

I. ENDORSEMENT FOR THE ELEMENTARY SCHOOL LEVEL

1. **Endorsement of High School Certificates for Classroom Teaching at the Elementary School Level (42.840)**
A certificate valid for teaching at the high school level may

be endorsed for classroom teaching at the elementary school level upon completion of 18 semester hours credit including the following preparation:

- a. Child Growth and Development
- b. The Teaching of Reading
- c. The Elementary School Curriculum
(May be satisfied by a general course such as the Fundamentals of Elementary Education or by special methods courses in the Teaching of Science and/or Social Studies)
- d. Mathematics for the Elementary School Teacher—a two course sequence or one graduate course
- e. The Teaching of Elementary School Mathematics
- f. Children's Literature
- g. School Art and/or School Music

The high school certificate may be endorsed for one year upon completion of three of the required preparation areas carrying at least 6 semester hours credit. Priority should be given to the first three areas listed.

Subsequent one year endorsements may be made upon completion of 6 semester hours additional credit in courses selected from the list.

This plan shall become effective for persons beginning the endorsement procedure after September 1, 1966.

2. Endorsement of High School Certificates for Teaching the Special Subjects, Art, Music, or Physical Education at the Elementary School Level (42.010)

A Provisional or Standard High School Certificate issued upon the four-year or five-year program of preparation with an area of concentration or a major or a minor in music or art or physical education may be endorsed for service at the elementary or 12-grade level upon completion of the following:

- (a) A course dealing with the fundamentals of elementary education or a course in curriculum development, including emphasis upon the elementary curriculum;
- (b) A course in materials and methods in the special subject at the elementary and/or 12-grade level;

- (c) A course in child growth and development dealing with the elementary-age child unless this has been covered in the secondary program;
- (d) Student teaching at both the elementary and secondary levels is recommended for an applicant who is qualifying for 12-grade service while completing the four-year program of preparation.

Credit for the following courses must be earned in residence or in off-campus study centers: Child Growth and Development, Fundamentals of Elementary Education, Teaching Reading, Children's Literature, Public School Art, and Public School Music. *Credit earned by correspondence in these courses is not acceptable for certification purposes.*

J. RECOGNITION OF TEACHER PREPARATION COMPLETED IN ANOTHER STATE

42.005

1. A person who is qualified for a certificate in another state based on a four-year curriculum completed in a college accredited by a national or a regional accrediting agency may be issued a comparable certificate in Kentucky, provided that the decision relative to additional work to be taken to satisfy deficiencies shall be left to the discretion of the Division of Teacher Education and Certification.
2. A certificate issued with stipulated course deficiencies may be limited to two years.

The issuance of certificates to teachers prepared in other states is further governed by the regulations in section L.

K. ADJUSTMENT PERIOD FOR KENTUCKY TEACHER EDUCATION GRADUATES

42.884

1. A person who qualifies for teacher certification at the time of graduation, based upon the completion of an approved

four-year program of preparation at a Kentucky teacher education institution, shall continue to be eligible for a period of five years for the issuance of the certificate (dating from September 1 following the time of graduation).

2. If application is made later than five years but less than ten years after graduation the certificate may be issued with the condition that any deficiencies for meeting the current requirements must be made up within a two-year period. The total amount of such deficiencies shall not exceed 12 semester hours, the amount which would have been required for renewal, had the certificate been issued at the time of graduation.
3. Applicants who have completed at a Kentucky teacher education institution an approved program of teacher preparation-certification for elementary or secondary teaching ten or more years prior to the date of the application must meet the same requirements for the initial issuance of the Kentucky certificate as are required for the renewal of the certificate had it actually been issued. [This regulation has been clarified in SBE 42.830, below.]

**L. CERTIFICATION OF TEACHERS PREPARED MORE
THAN TEN YEARS BEFORE MAKING APPLICATION
42.830**

1. A person who has completed a four-year program of teacher preparation ten or more years prior to the date of application for certification shall be issued the comparable current Kentucky certificate bearing the condition that 12 semester hours of graduate level course work be completed at a minimum rate of 6 semester hours a year within a two-year period and provided further that
 - a. A 12 semester hour condition shall be reduced by the amount of graduate level credit completed during the previous ten-year period;
 - b. The 12 semester hour condition shall be reduced by the amount of full-time teaching experience at the appropriate level completed during the previous ten-year period

(at the rate of one full year for 4 semester hours);

- c. A person who has held a Kentucky teaching certificate which was issued upon the basis of a four-year program of teacher preparation, which certificate expires prior to July 1, 1967, without having met renewal requirements, may be reissued the comparable current Kentucky certificate under the same conditions outlined above;
- d. The certificates expiring after July 1, 1967, were originally issued for a ten-year period and shall not be subject to reissuance under this regulation; and
- e. Any certificate bearing the condition for completing additional academic preparation which expires without the conditions being satisfied shall not be subject to reissuance under this regulation until all of the original conditions have been satisfied.

M. HOW TO APPLY FOR TEACHER CERTIFICATION

42.005

1. No certificate shall be issued to an applicant until written application has been made upon forms furnished by the State Department of Education, and official transcript has been filed showing all college credits earned up to the time application is made.
2. Application for Certificate must be made upon forms prepared by the Department of Education. The application form will be mailed upon request.
3. Each applicant for a certificate must be recommended by a school official and the signature of the recommending officer shall be on the application. The recommendation will be to the effect that the applicant has completed a program of preparation for the appropriate certificate as approved by the State Department of Education.

IV. GUIDELINES FOR THE PREPARATION-CERTIFICATION OF SCHOOL LIBRARIANS

These guidelines for the preparation-certification for school librarians provide the outline by which each teacher education institution may develop programs of preparation which when approved by the State Department of Education may become the basis for the certification of the candidates who complete an "approved program." While the guidelines are informative to individuals who seek certification as school librarians they are not to be taken as a course of study which should be followed by the individual. The prospective school librarian should work out his individual program of study with the guidance of his curriculum adviser and in accordance with the school librarian curriculum in effect at his college or university.

Generally speaking there is a core of preparation which is the central portion of two different approaches to certification as a school librarian. For a candidate who is already certified as a classroom teacher at the elementary or secondary level a core of basic preparation in library science may be used to endorse the teaching certificate for service as a school librarian. For persons who are working toward the bachelor's degree and the completion of a four-year program of teacher preparation the core of library science courses may be included in the four-year program as a major or minor toward meeting graduation requirements.

It is usually possible for the person who is already certified as a classroom teacher to take some of the course work in library science for graduate credit and thereby apply toward a master's degree. There is also provision for the issuance of a Standard Certificate for School Librarianship based upon an approved curriculum in library science and the completion of a master's degree. In addition to the basic certification regulations for school librarians the Department of Education for several years has operated a recruitment plan whereby certified teachers with 9 semester hours credit in library science could be approved on a temporary basis for serving as school librarians. For temporary approval, the request must be filed by the local school superintendent.

A. COMPETENCIES FOR SCHOOL LIBRARIANS

43.002

1. An understanding of how children and young people develop and learn
2. Ability to work with pupils and faculty in their planning for classwork
3. An understanding of curriculum development and an adequate knowledge of materials related to the curriculum
4. An understanding of the community and the ability to use community resources in helping to develop the school program
5. Ability to develop and maintain satisfactory human relations with other members of staff and with students
6. Willingness to assume proportionate share of school duties
7. Ability to interpret the library program to administrators, faculty, supervisors, students, and parents
8. Ability to contribute to the improvement of in-service growth of teachers
9. Ability to make the library a real contributing part of the total school program
10. An understanding of the school's philosophy and education program
11. Ability to make the library attractive and functional
12. Ability to understand and appraise books in terms of interests, needs, and abilities of individual students
13. Ability to use and teach effectively the use of all library resources
14. Ability to organize and administer a library program effectively.

B. CERTIFICATION FOR ELEMENTARY SCHOOL LIBRARIANS

42.390

1. An elementary teaching certificate based upon a baccalaureate

degree or a master's degree will be valid for elementary school librarianship, provided the following courses in library science have been completed.

2. Curriculum

- | | |
|---|------------------|
| a. School library organization and administration | 3 semester hours |
| b. Books, references, and related materials for children and young people, which include the content of the course, Children's Literature (These 9 hours will be considered as fulfilling the specific requirements in Children's Literature in the elementary curriculum.) | 9 semester hours |
| c. Cataloging and classification | 3 semester hours |
| d. School library practice
This requirement may be met by one-third of the student teaching having been devoted to school library practice or by 3 semester hours in school library practice being taken in addition to the full amount required in student teaching. | 3 semester hours |

3. Either teaching experience or experience as a school librarian will meet certificate renewal requirements. For renewal provisions, see regulations listed in "Certification of Elementary Teachers." [Also, reported in circular entitled "Guidelines for the Preparation-Certification of Elementary School Teachers."]
4. [An elementary school teaching certificate which has been endorsed for elementary school librarianship] may be valid for high school or 12-grade librarianship upon completion of Fundamentals of Secondary Education or a comparable course.

Credits earned by correspondence are not acceptable toward satisfying the certification requirements in any library science courses or in such courses as the Teaching of Reading, Fundamentals of Elementary Education, Fundamentals of Secondary Education, Children's Literature, Child Growth and Development.

C. CERTIFICATION FOR HIGH SCHOOL LIBRARIANS 42.110

1. A high school certificate based upon a baccalaureate degree or a master's degree will be valid for high school librarianship, provided the following courses in library science have been completed.
2. Curriculum
 - a. School library organization and administration 3 semester hours
 - b. Books, references, and related materials for children and young people, which include the content of the course, Children's Literature 9 semester hours
 - c. Cataloging and classification 3 semester hours
 - d. School library practice 3 semester hours
This requirement may be met by one-third of the student teaching having been devoted to school library practice or by 3 semester hours in school library practice being taken in addition to the full amount required in student teaching.

If library science is selected as a major toward meeting the requirements for a high school teaching certificate 3 semester hours credit in library practice must be presented in addition to the minimum of 24 semester hours credit in library science for the major. For a minor, 3 semester hours in library practice must be presented in addition to the minimum requirement of 18 semester hours credit in library science.

3. Either teaching experience or experience as a school librarian will meet certificate renewal requirements. For renewal pro-

visions, see regulations listed in "Certification of Secondary Teachers." [Also, reported in circular entitled "Guidelines for the Preparation-Certification of Secondary School Teachers."]

4. [A high school teaching certificate which has been endorsed for high school librarianship] may be valid for elementary or 12-grade librarianship upon completion of Fundamentals of Elementary Education or a comparable course with a minimum of 3 semester hours and Teaching of Reading with a minimum of 3 semester hours.

Credits earned by correspondence are not acceptable toward satisfying the certification requirements in any library science courses or in such courses as the Teaching of Reading, Fundamentals of Elementary Education, Fundamentals of Secondary Education, Children's Literature, Child Growth and Development.

D. STANDARD CERTIFICATE FOR SCHOOL LIBRARIANSHIP

42.400

1. A Standard Certificate for School Librarianship valid for ten years for holding the position of librarian in any public school (an elementary school, a secondary school, or a 12-grade school) may be issued to a person who has met requirements in accordance with Plan I or Plan II as follows.

2. Curriculum

a. Plan I

- (1) Completion of requirements for a Provisional High School Certificate or Provisional Elementary Certificate based upon a baccalaureate degree
- (2) Completion of the master's degree in library science
- (3) Completion of
 - Teaching Reading 3 semester hours
 - Fundamentals of Elementary Education 3 semester hours

Child Growth and Development 3 semester hours

Fundamentals of Secondary Education 3 semester hours

b. Plan II

(1) Completion of requirements for a Provisional High School Certificate or Provisional Elementary Certificate based upon a baccalaureate degree

(2) Completion of a master's degree

(3) Completion of

(a) School library organization and administration 3 semester hours

(b) Books, references, and related materials for children and young people, which include the content of the course, Children's Literature 9 semester hours

(c) Cataloging and classification 3 semester hours

(d) School library practice 3 semester hours
This requirement may be met by one-third of the student teaching having been devoted to school library practice or by 3 semester hours in school library practice being taken in addition to the full amount required in student teaching.

(e) Electives in library science in the field of school librarianship 9 semester hours

(These 27 semester hours may be completed at the graduate or undergraduate level.)

(4) Completion of	
Teaching Reading	3 semester hours
Fundamentals of Elementary Education	3 semester hours
Child Growth and Development	3 semester hours
Fundamentals of Secondary Education	3 semester hours

- c. When the Provisional Elementary Certificate is used as a basis, and when Fundamentals of Secondary Education has not been completed, the Standard Librarian Certificate shall be valid for elementary school librarianship only.
- d. When the Provisional High School Certificate is used as a basis and Teaching Reading and Fundamentals of Elementary Education have not been completed, the Standard Librarian Certificate shall be valid for secondary librarianship only.

Credits earned by correspondence are not acceptable toward satisfying the certification requirements in any library science courses or in such courses as the Teaching of Reading, Fundamentals of Elementary Education, Fundamentals of Secondary Education, Children's Literature, Child Growth and Development.

3. The Standard Certificate for Librarianship may be extended for life upon three years successful experience as librarian during the life of the certificate. If the holder fails to meet the requirements for life extension before the certificate expires, the certificate may be renewed at the end of each ten-year period in the Division of Teacher Education and Certification of the State Department of Education on basis of two years experience or six semester hours of graduate work for each of the year's required experience.

V. GUIDELINES FOR THE PREPARATION-CERTIFICATION OF TEACHERS OF EXCEPTIONAL CHILDREN

The State Board of Education adopted a revised preparation-certification program for Kentucky's teachers of exceptional children in March, 1961. This program is the result of the findings and recommendations of a Kentucky State committee appointed by the Advisory Committee on Teacher Education and a study sponsored by the Southern Regional Education Board. The Division of Special Education and the Division of Teacher Education and Certification of the State Department of Education worked cooperatively with the Kentucky state committee and participated in the study of the Southern Regional Education Board.

This section contains the guidelines for the revision of preparation-certification programs for teachers of exceptional children as adopted by the State Board of Education. These guidelines will be used by the colleges and universities in the development of the curriculum which will be offered to prospective teachers of exceptional children. Some of the emphases of these guidelines are:

- (1) That the curriculum for the preparation of teachers of special education will be based upon the curriculum for elementary or secondary teachers
- (2) That the teacher in special education may secure dual certification—the provisional certificate in one area of special education and the Provisional Elementary or Provisional High School Certificate
- (3) That each college and university desiring to offer one or more curriculums for the preparation-certification of teachers of exceptional children will plan each curriculum in keeping with the adopted guidelines for State Board of Education approval and will then recommend for certification the student who completes the curriculum
- (4) That the curriculum in special education may be offered at the graduate or undergraduate level
- (5) That an institution which does not offer an approved program in special education may plan cooperatively with an institution which offers the approved program and arrange for a student who is completing an elementary or

secondary program of teacher preparation to complete the segment of preparation in special education and transfer the work to the institution where the degree will be granted.

All prospective teachers who are admitted to a preparation-certification program for teachers of exceptional children after September 1, 1961, will be required to follow the new program. Those persons who have part of their program under way before September 1, 1961, will have until September 1, 1962 to finish under the old program.

For a full report of the findings and recommendations resulting from the study sponsored by the Southern Regional Education Board see the following publication—**Reciprocal Certification for Teachers of the South's Exceptional Children**, Southern Regional Education Board, 130 Sixth Street, N. W., Atlanta 13, Georgia.

GUIDELINES FOR THE PREPARATION-CERTIFICATION OF TEACHERS OF EXCEPTIONAL CHILDREN

42.415

Each institution desiring to offer the total program or a partial program for the preparation of teachers of exceptional children shall submit a planned program or partial program for State Board of Education approval in accordance with the following guidelines.

General Education—All types of certificates for teachers of exceptional children shall include the same general education as is included in the program of preparation for elementary and/or secondary teachers. (Each institution submits its program of general education through the Division of Teacher Education and Certification to the State Board of Education for approval.)

Majors or Minors or General Requirements—If the student pursues the secondary program of teacher preparation as a basis for preparation for teaching exceptional children, the same areas, majors, and/or minors may be included as for secondary teachers except that one area or one major or one minor may be in the area of special education. If the student follows the elementary program, the same 26 semester hours of general requirements shall be included as for elementary teachers.

Professional Requirements and/or Specialization—Each of the fol-

lowing types of certificates may be issued upon the completion of a program developed according to the general education requirements, the specialization requirements, and according to the following guidelines in **professional education** and in the area of **specialization**.

A. MENTAL RETARDATION (EDUCABLE)— AREA OF PREPARATION

Professional Requirements. When a teacher pursues the four-year program for preparation of elementary teachers, a minimum of 12 semester hours in special education in the following areas may be accepted as part of the 24 semester hours of required work in **professional education**:

Survey Course in Education for Exceptional Children
Nature and Needs of Mentally Retarded Children, including
the Interpretation of Psychological Tests

Educational Procedures for the Educable Mentally Retarded
Children, including Methods, Curriculum and Materials as
well as Language Development

A minimum of 3 semester hours or a maximum of 4 semester hours in student teaching of educable mentally retarded children may be accepted in partial fulfillment of the 8 semester hour requirement in student teaching. (A teacher with two years of experience may take in lieu of the 3 semester hours professional laboratory experiences.)

When the student is pursuing the secondary program of preparation a minimum of 9 semester hours described above may be used in partial fulfillment of a major or minor. Each college which offers a major or minor in mental retardation will determine the additional courses with which to supplement the required 9 semester hours and will submit the total for approval. (24 semester hours for a major—18 semester hours for a minor.)

Area of Specialization. The additional courses may be selected from the following:

*The Teaching of Reading (required for those pursuing the secondary curriculum)

*Required.

Arts and Crafts for the Mentally Retarded
Abnormal Psychology
Mental Deficiency
Speech and Language Development
Guidance and Testing

B. MENTAL RETARDATION (TRAINABLE)— AREA OF PREPARATION

The program of preparation-certification of teachers of the trainable mentally retarded shall be the same as the program for the educable mentally retarded except that a course entitled:

“Educational Procedures for the Trainable Mentally Retarded Children, including Methods, Curriculum and Materials, as well as Language Development”

shall replace the course entitled “Educational Procedures for the Educable Mentally Retarded Children, including Methods, Curriculum and Materials, as well as Language Development;” and,

The 3 or 4 semester hours in student teaching in special education shall be with the trainable mentally retarded children.

C. SPECIAL CLASSES FOR THE ORTHOPEDICALLY HANDICAPPED AND FOR THOSE WITH SPECIAL HEALTH PROBLEMS (PHYSICALLY HANDICAPPED)— AREA OF PREPARATION

The physically handicapped group usually includes orthopedically handicapped children and children with special health problems when they are taught in special classes, and children to whom hospital instruction is given, and homebound children who are given instruction at home. **Teachers who provide home and hospital instruction may serve on any type of regular teaching certificate provided the teacher teaches at the level for which the certificate is valid.** This certification, therefore, applies to teachers who teach in special classes for the orthopedically handicapped special health problems.

Professional Education. When a student pursues the four-year pro-

gram of preparation for elementary teachers, a minimum of 12 semester hours in special education may be accepted as part of the 24 hours required in professional education as follows:

Survey Course in Education of Exceptional Children
Medical Aspects of Crippling and Special Health Conditions,
including Educational Implications

Educational Practices for the Crippled and those with Special
Health Problems, including Methods, Curriculum and Materials
as well as Language Development

A minimum of 3 semester hours or a maximum of 4 semester hours in student teaching of special classes for the crippled and those with special health problems may be accepted in partial fulfillment of the 8 semester hour requirement in student teaching. (A teacher with three years of experience may substitute for the 3 semester hours one of the courses listed below in addition to those selected for a major or minor.)

When the student is pursuing the secondary program of preparation, a minimum of 9 semester hours described above (exclusive of student teaching) may be used in partial fulfillment of a major or minor. Each college which offers a major or minor in this area of specialization shall determine the additional courses with which to supplement the required 9 and will submit the total for approval. (24 semester hours for a major—18 semester hours for a minor.)

Area of Specialization. The additional courses may be selected from the following:

Guidance and Testing
Speech and Language Development
Abnormal Psychology
Nature and Needs of Physically Handicapped Children
Diagnostic and Remedial Reading
Education of the Mentally Retarded

D. THE PARTIALLY SEEING—AREA OF PREPARATION

Professional Education. When a student pursues the four-year program of preparation for elementary teachers, a minimum of 12

semester hours in special education may be accepted as part of the 24 semester hours required in professional education as follows:

Survey Course in Education for Exceptional Children

Educational Procedures for Children Who are Partially Seeing, including Methods, Curriculum and Materials

Nature and Needs of Children Who are Partially Seeing

Anatomy, Physiology and Hygiene of the Eye, including Educational Implications

A minimum of 3 semester hours or a maximum of 4 semester hours in student teaching of the partially seeing may be accepted in partial fulfillment of the 8 semester hour requirement in student teaching. (A teacher with three years of experience may substitute for the 3 semester hours a professional laboratory course.)

When the student is pursuing the secondary program of preparation, a minimum of 9 semester hours described above (exclusive of student teaching) may be used in partial fulfillment of a major or minor. Each college which offers a major or minor in this area of specialization shall determine the additional courses with which to supplement the required 9 and will submit the total for approval. (24 semester hours for a major—18 semester hours for a minor.)

Area of Specialization. The additional courses may be selected from the following:

Typewriting

Remedial Reading

Guidance and Testing

Abnormal Psychology

Speech and Language Development

E. HARD OF HEARING—AREA OF PREPARATION

Professional Education. When a student pursues the four-year program of preparation of elementary teachers, a minimum of 15 semester hours in special education as follows may be accepted as part of the 24 semester hours of the requirements in professional education:

Survey of Exceptional Children

Educational Procedures for the Hard of Hearing, including Methods, Curriculum and Materials (not Language Development)

Auditory Training and Speech Reading

Speech and Language Development

A minimum of 3 semester hours or a maximum of 4 semester hours in student teaching with children with this handicap may be accepted in partial fulfillment of the 8 semester hour requirement in student teaching. (A teacher with two years of experience may substitute for the 3 semester hours professional laboratory experiences.)

*When a student is pursuing the secondary program of preparation, a minimum of 12 semester hours described above (exclusive of student teaching) may be used in partial fulfillment of a major or minor. Each college which offers a major or minor in this area of specialization shall determine the additional courses with which to supplement the required 12 and will submit the total for approval. (24 semester hours for a major—18 semester hours for a minor.)

Anatomy and Physiology of the Ear (hearing, testing, and interpretation of results.)

Psychology of the Hard of Hearing

*Speech Correction

Phonetics

F. DEAF—AREA OF PREPARATION

Professional Education. When a student pursues the four-year program of preparation of elementary teachers, a minimum of 15 semester hours in special education as follows may be accepted as part of the 24 semester hours of the requirements in professional education:

Survey of Exceptional Children

Educational Procedures, including Methods, Curriculum and Materials for Teaching the Deaf

Methods for Teaching Language to the Deaf

*A total of 9 semester hours suggested in speech for the student pursuing the secondary program with an area, or major, or minor in the "hard of hearing" area of preparation.

Methods for Teaching Speech to the Deaf

Speech Reading and Auditory Training

A minimum of 3 semester hours or a maximum of 4 semester hours in student teaching with children with this handicap may be accepted in partial fulfillment of the 8 semester hour requirement in student teaching. (A teacher with two years of experience may substitute for the 3 semester hours professional laboratory experiences.)

When a student is pursuing the secondary program of preparation, a minimum of 12 semester hours described above (exclusive of student teaching) may be used in partial fulfillment of a major or minor. Each college which offers a major or minor in this area of specialization shall determine the additional courses with which to supplement the required 12 and will submit the total for approval. (24 semester hours for a major—18 semester hours for a minor.)

Area of Specialization. The additional courses to be included in the majors or minors shall be selected from the following:

Anatomy and Physiology of the Ear

Speech Correction

Hearing, Testing, and Interpretation of Results

Psychology of the Deaf

G. SPEECH AND HEARING (Itinerate—the teacher works with children throughout the school or school system rather than being responsible for one classroom of children)—

AREA OF PREPARATION

Professional Education and/or Specialization. These two segments of either the elementary or secondary curriculum for preparation of teachers shall include a minimum of 30 semester hours from the following areas:

Mental Hygiene

Child Psychology

Elective in Psychology

Survey of Exceptional Children

Study of phonetics: language development, biological, psy-

chological and social foundations of speech and hearing disorder, including anatomy, physiology and function of auditory and speech mechanism

Study of pathologies in oral communication and procedures in management of children and youth with speech and hearing disorder, including diagnosis and evaluation, therapeutic methods and materials

*Audiometry and hearing rehabilitation (hearing tests, interpretation and therapy)

Practice teaching shall include experience in both speech and hearing and part of the minimum of 200 clock hours in such experience shall be in a public school situation with children who have speech and hearing difficulties—3 semester hours
If dual certification (regular secondary or elementary, in addition to speech and hearing) is desired, 5 additional semester hours in student teaching with normal children in a regular classroom situation will be required. Also, if regular certification is desired, the secondary teacher shall have an area in speech and hearing or another minor. A college, desiring to offer an area, may plan for the 18 additional semester hours.

This program is not retroactive in relation to the person who currently holds the certificate entitled "Speech Correction."

H. BLIND—AREA OF PREPARATION

Professional Education. When a student pursues the four-year program of preparation for elementary teachers a minimum of 15 semester hours in special education as follows may be accepted as part of the 24 semester hours of the requirements in professional education.

Survey of Exceptional Children

Nature and Needs of Children Who Are Blind

Educational Procedures for the Blind

Braille

Anatomy and Physiology and Hygiene of the Eye, including Educational Implications

*9-12 semester hours suggested.

A minimum of 3 semester hours or a maximum of 4 semester hours in student teaching with children with this handicap may be accepted in partial fulfillment of the 8 semester hour requirement in student teaching. (A teacher with two years of experience may substitute for the 3 semester hours professional laboratory experiences.)

When a student is pursuing the secondary program of preparation a minimum of 12 semester hours (exclusive of student teaching) as described above may be used in partial fulfillment of a major or minor. Each college which offers a major or minor in this area of preparation may determine the additional courses for the major or minor. (24 semester hours for a major—18 semester hours for a minor.)

Area of Specialization. The additional courses to be included in the major or minor shall be selected from the following:

- Typewriting
- Remedial Reading
- Guidance and Testing
- Abnormal Psychology
- Speech and Language Development

I. NEUROLOGICALLY IMPAIRED

- (1) **Plan I.** A curriculum for the preparation of teachers of the neurologically impaired shall be developed in accordance with the guidelines for preparation-certification of teachers of exceptional children which have already been adopted by the State Board of Education* including the following professional requirements.

Professional Requirements. When a teacher pursues the four-year program of preparation of elementary teachers, a minimum of 14 semester hours credit in

*The guidelines for the preparation-certification for teachers of exceptional children require the same general education background that is required for elementary and/or secondary classroom teachers. Also, the same specialization (teaching majors, minors, or general requirements) is required for special education teachers. The professional education requirements lead to certification for both a classroom teaching assignment and an assignment in the particular special education category.

special education in the following areas may be accepted as part of the 24 semester hours of required work in professional education:

Survey of Education of Exceptional Children

Nature and Needs of Children with Neurological Impairment

Learning Disorders

Human Learning Processes

Practicum experience with children with neurological impairment (During the initial period ending September 1, 1970, the student teaching experience or practicum experience may be done in any classroom for neurologically impaired children where the unit has been approved by the State Department of Education and the supervising teacher is approved by the Division of Teacher Education and Certification).

- (2) **Plan II.** Experienced classroom teachers having two or more years of successful teaching experience who hold a valid teaching certificate based on a bachelor's degree program may be approved for teaching neurologically impaired children for a one-year period provided the following conditions are met:

The teachers are selected on the basis of such characteristics as physical stamina, emotional stability, and intellectual ability.

The teacher has completed course work from at least two areas of the professional requirements for teachers of the neurologically impaired.

The teacher makes a commitment to complete the remainder of the professional requirements within a three-year period and at a minimum rate of 6 semester hours credit annually.

A selection committee may be appointed with representation from local school district personnel, the Division of Special Education, and the Division of Teacher Education and Certification to assist in the initial selection of the teacher and to advise

the teacher in a program of professional growth and development toward attaining competency for teaching the neurologically impaired.

J. EMOTIONALLY DISTURBED

- (1) **Plan I.** A curriculum for the preparation of teachers of the emotionally disturbed shall be developed in accordance with the guidelines for preparation-certification of teachers of exceptional children which have already been adopted by the State Board of Education* including the following professional requirements.

Professional Requirements. When a teacher pursues the four-year program of preparation of elementary teachers, a minimum of 12 semester hours credit in special education in the following areas may be accepted as part of the 24 semester hours of required work in professional education:

Abnormal Psychological Development

Human Learning Processes

Nature and Needs of Emotionally Disturbed Children

Methods of Teaching Children with Emotional Disorders

Practicum experience with emotionally disturbed children (During the initial period ending September 1, 1970, the student teaching experience or practicum experience may be done in any classroom for emotionally disturbed children where the unit has been approved by the State Department of Education and the supervising teacher

*The guidelines for the preparation-certification for teachers of exceptional children require the same general education background that is required for elementary and/or secondary classroom teachers. Also, the same specialization (teaching majors, minors, or general requirements) is required for special education teachers. The professional education requirements lead to certification for both a classroom teaching assignment and an assignment in the particular special education category.

is approved by the Division of Teacher Education and Certification).

- (2) **Plan II.** Experienced classroom teachers having two or more years of successful teaching experience who hold a valid teaching certificate based on a bachelor's degree program may be approved for teaching emotionally disturbed children for a one-year period provided the following conditions are met:

The teachers are selected on the basis of such characteristics as physical stamina, emotional stability, and intellectual ability.

The teacher has completed course work from at least two areas of the professional requirements for teachers of the emotionally disturbed.

The teacher makes a commitment to complete the remainder of the professional requirements within a three-year period and at a minimum rate of 6 semester hours credit annually.

A selection committee may be appointed with representation from local school district personnel, the Division of Special Education, and the Division of Teacher Education and Certification to assist in the initial selection of the teacher and to advise the teacher in a program of professional growth and development toward attaining competency for teaching the emotionally disturbed.

K. SUPERVISION—AREA OF PREPARATION

The holder of a special education certificate in a specific area of exceptionality may have that certificate endorsed for Supervision of Special Education programs upon the following conditions:

- a. Two years of successful experience as a teacher of special education or as a public school speech and hearing therapist.
- b. Completion of an approved curriculum leading to a master's degree.
- c. The professional education courses for the preparation of the

supervisor shall include 15 semester hours covering the three areas of organization, supervision and administration of special education programs, special education class areas other than the area of exceptionality of the special education teaching certificate, and speech and hearing unless the teaching certificate is in the area. A minimum of one course shall be taken in each and with a balance in these three aspects of the program. The remaining curriculum may be selected from the professional education curriculum for general supervision or from general education.

- d. The endorsement shall be on a continuing basis so long as the teaching certificate is valid provided the holder is not inactive as a supervisor for longer than a four-year period. If the holder is inactive for more than four years, requirements current at the time the applicant desires a certificate shall be met.

L. VALIDITY, ISSUANCE, AND RENEWAL OF SPECIAL EDUCATION CERTIFICATION

1. The completion of the baccalaureate degree shall be minimum basis for the Provisional Certificate in Special Education. (It is recommended that teaching certificates be endorsed for each area of preparation in special education completed and that the endorsement indicate "Provisional" or "Standard." The completion of the master's degree including a minimum of 9 semester hours in professional education and a minimum of 12 semester hours in non-professional courses shall be the minimum for the Standard Certificate in Special Education.
2. The Provisional Certificate in Special Education shall be valid for ten years on a continuing basis provided the certificate is registered at the end of each ten-year period in the Division of Teacher Education and Certification of the State Department of Education on evidence of three years teaching experience or 12 semester hours additional graduate work (4 semester hours graduate work for each year the teacher fails to teach).
Beginning September 1, 1966, the Provisional Certificate in Special Education issued to become effective from July 1,

1967, and thereafter shall be valid for a period of ten years and shall be renewed only upon completion of a planned fifth year program of college work. The provisional teaching certificates may be extended for life upon completion of three years successful teaching experience during the validity period of the certificate and upon completion of a planned fifth year program of college work.

The State Board of Education will consider proposals for the "fifth year program" from the Council on Public Higher Education in the fall of 1967. Full and complete information regarding the fifth year program will be distributed after adoption by the State Board of Education.

3. The Standard Certification in Special Education shall be valid for ten years and may be extended for life on three years of experience during the life of the certificate. If the holder fails to meet the requirements for life extension before the certificate expires, the certificate may be registered at the end of each ten-year period in the Division of Teacher Education and Certification on the basis of four semester hours of graduate work in lieu of each of the three years the holder fails to teach.
4. A student may pursue the four-year program of preparation for elementary or for secondary teachers as a basis for preparing for certification for teaching exceptional children. The student may qualify for dual certification.
5. A student completing a four-year program of preparation for secondary or elementary teachers in an institution which does not offer an approved program in special education may plan cooperatively with an institution which has this approval and with the State Department of Education for completing the segment of preparation in special education in an institution which is approved for offering the program.
6. An institution which provides a program of preparation for teachers of exceptional children may offer the special education segment of the program as graduate or undergraduate courses.
7. This program may become effective any time after an institution has submitted its program to the State Board of Educa-

tion through the Division of Teacher Education and Certification and has received approval. It shall become effective for freshmen entering the program September, 1961.

8. The certificate in special education shall be a twelve-grade certificate.
9. The teacher of home instruction and/or hospital instruction may serve on a regular elementary certificate if the majority of the children are of elementary school age or on a secondary certificate if the majority of the children are of high school age. It is recommended that these teachers qualify for special education certificates.
10. A teacher who qualified in another state on basis of completion of a four-year program of teacher preparation including a planned and approved program in special education in an accredited college may be issued a comparable certificate in Kentucky under the State Board plan of reciprocity.
11. A holder of a regular elementary or secondary certificate (if the holder has a degree) may have the regular certificate endorsed for a specific area of special education for one year upon completion of a minimum of 9 semester hours selected from the approved program. A minimum of 6 additional semester hours selected from the required program shall be earned for additional annual endorsement. (The rank will be based on the regular certificate and highest degree held.)
12. Experience on a special education certificate may be accepted on the renewal and/or life extension of the elementary or secondary certificate.
13. A teacher or supervisor of special education for exceptional children who was employed prior to April 12, 1952, as a teacher or supervisor of special education may serve on any valid teaching certificate in the area of special education in which he has been employed and/or in which he has had previous education.

VI. GUIDELINES FOR THE PREPARATION-CERTIFICATION OF SCHOOL LEADERS

(Superintendents, Supervisors, Principals, Directors of Pupil
Personnel)

Effective until September 1, 1970 for persons already engaged in these graduate programs. Persons beginning graduate study for any leadership position during the summer session 1967 or thereafter should not follow these guidelines.

Persons who have already begun their graduate preparation toward one of the school leadership positions should complete the curriculum before September 1, 1970, in order to qualify for the certificates under the current regulations outlined in this circular. Persons who begin their graduate programs during the 1967 summer session or thereafter should follow the new programs for the Professional Certificate for School Administration and Supervision. The new programs are described in Part VII.

Information about former program requirements, renewal requirements, and certain adjustment provisions has been added as an appendix. More specific information may be obtained directly from the Division of Teacher Education and Certification in the Kentucky State Department of Education.

The Philosophy and Basic Assumptions as presented in Section A constitute the foundation for the development of programs of preparation for school leadership positions. A further framework for program development is found in the statements of general competencies which are considered to be essential for all positions of educational leadership. Finally, there are specific competencies for the respective leadership positions. On the basis of the philosophy, basic assumptions, general competencies, and specific competencies the preparing institutions establish the specific courses and experiences within the curriculum guidelines for each position of school leadership—principal, supervisor, and superintendent.

These guidelines were adopted by the State Board of Education to provide the outline by which teacher education institutions de-

velop programs of preparation for school leaders. Once the institutional program has been approved by the State Department of Education it becomes the "approved program" for individuals enrolling at that particular institution. While these guidelines may be informative to individuals who aspire to a school leadership position the candidate for certification should work out his individual program of study with the guidance of his curriculum adviser and in accordance with the approved program in effect at his college or university.

GUIDELINES FOR THE PREPARATION-CERTIFICATION OF SCHOOL LEADERS

(Superintendents, Supervisors, Principals, Directors of Pupil Personnel)

A. PHILOSOPHY AND BASIC ASSUMPTIONS RELATING TO THE PREPARATION OF SCHOOL LEADERS

42.625

1. The development of an effective school leader involves more than knowledge of specific facts and the acquisition of technical skills. It involves the development of consistent theories, values, relationships and understandings of his role.
 - a. **Theory**—a consistent body of understandings and concepts appropriate to our society. It is in terms of a consistent, articulated theory that experience, events, problems, and issues can be meaningfully interpreted and used for subsequent guidance.
 - b. **Attitudes and Values**—the recognition of self worth and the worth of others and process for the cooperative solution of problems. Behavior and personality are geared to the attitudes, beliefs, and values an individual holds, to the way he "sees" himself and others.
 - c. **Relationships**—those satisfying relationships with others in a group, students and staff and others. The characteristics that enable men to be successful educational leaders stem from the quality of the relationships they have with other persons and the degree of freedom they have within themselves to function to the maximum of

their capacities and potentialities.

- d. **Understanding of job**—the tasks and role of educational leadership in today's social matrix. The educational administrator functions in a community contexture and the expectancies of the community and the relationships with groups shape much of his effectiveness in the performance of his job.

2. Some basic assumptions:

- a. Those for whom the preparation program is designed will have been admitted through some recruitment, selection and admission process.
- b. The recruitment, selection and admission process will be based upon reliable data concerning the needs for administrators in Kentucky, the changing nature of the prospective positions, the abilities and resources of the preparing institution, and the characteristics of the persons applying for admission.
- c. The recruitment, selection, and admission process will have called for previous successful educational experience of the applicant.
- d. The preparation program is on the graduate level.
- e. The experiences should be designed to provide opportunities for the applicant, such as:
 - (1) To develop understandings of and abilities in the job of administrative leadership of education in our culture and communities;
 - (2) To develop values, attitudes, and beliefs which will foster his leadership performance and potential;
 - (3) To work effectively with people, in various groupings, organizations, and agencies.

3. In light of these general assumptions the experiences in the preparation program should include provisions for:

- a. Working with groups, institutions, and individuals in a community including such as the county and home demonstration agents, the Chamber of Commerce, welfare and social agencies, church bodies, and social and civic groups;
- b. Interning within a selected school, or school system, or state department of education;

- c. Developing and carrying forward a planned project, case studies, analyses, and organized investigations of important community, school, and individual problems;
 - d. Advising with students preparing to teach;
 - e. Working with other aspects of education: e.g., curriculum, vocational education, guidance and counseling, etc., within the institution and in the field;
 - f. Working with related disciplines and agencies within the institution and with these in the field;
 - g. Interpreting important problems, issues, limitations and accomplishments to the public.
4. These experiences can be most effectively provided through arrangements, sometimes referred to as field work, internships, surveys and studies, and research projects. These will require certain conditions and situations, such as:
 - a. Cooperative arrangements with selected schools and agencies on and off campus;
 - b. Adequate institutional staffs;
 - c. A low teacher-student ratio;
 - d. Assistantships offered by the institution;
 - e. A reconstruction of present preparation programs;
 - f. A longer period of time to complete than the present programs require, perhaps two years above the A. B. Degree;
 - g. Tailoring programs to the purposes, backgrounds, capabilities, etc., of the individuals admitted;
 - h. Adequate institutional support for personnel, materials, travel, etc.
5. Institutions offering programs for the preparation of school leaders must have such programs approved by the Council on Public Higher Education and the State Department of Education.
6. The effective date for issuance of certificates on basis of the approved programs shall be September 15, 1960.

**B. GENERAL COMPETENCIES ESSENTIAL FOR ALL
PERSONS IN ANY POSITION OF
EDUCATIONAL LEADERSHIP**

43.005

There are certain general competencies which are essential for all persons who are in positions of educational leadership:

1. The educational leader must be competent in the arts of communication, such as, listening, speaking, reading and writing. He should have an appreciation of the contributions of the various disciplines such as the sciences, social studies and the humanities. The general education of the administrator should also give him a comprehensive understanding of the organizational and political structure and functions of the various governmental units in our social system.
2. The effectiveness of the educational leader depends to a large degree upon his ability to understand others, to accept others, and to work with them. The preparation of the educational leader must, therefore, include opportunities for the development of special skills and abilities which are needed in democratic leadership. The administrator needs to develop skill in securing all the available facts before decisions are made and then taking into consideration the feelings of others.
3. Closely related to the above area of human relations is the necessity for an understanding of the sociological functions of the educational leader. The administrator or supervisor must have a clear-cut view of his community and its problems. The ability to enlist community cooperation in educational ventures is dependent upon both human relations and an understanding of the sociological problems of the groups with which he must work. He must have the ability to work with other people, recognizing the worth, values, abilities, and attitudes of all.
4. Within the area of general professional education for educational leadership there are certain broad competencies that are common to all persons, whether they hold the position of superintendent, supervisor, principal, or some other office. Among these are the following:
 - a. An abiding faith in people—respect for self and others;
 - b. An understanding of the way in which children and young people develop and learn;

- c. An understanding of the total school program and the ability to view each phase—the elementary school and the secondary school—as a part of a continuous 12-grade program;
- d. An understanding of curriculum development and the ability to plan with pupils, teachers, and parents, and the ability to lead in the cooperative approach to the improvement of learning;
- e. An understanding of personnel problems and the ability to work with teachers and pupils, and the ability to recognize and use leadership qualities of a staff;
- f. The ability to help in the improvement of facilities and the selection, purchase, and care of equipment and supplies;
- g. The ability to stimulate and coordinate the efforts of the school to improve the in-service professional preparation and growth of teachers;
- h. The ability to look at the long-time total achievements rather than only at the immediate solution of specific problems;
- i. An understanding of and an abiding faith in public education;
- j. An understanding of educational philosophy, with particular emphasis upon the development of a sound philosophy on the part of the educational leader himself;
- k. The ability to create an atmosphere in which democratic leadership can grow and flourish—conditions that are relatively free from threat and in which all can work together constructively.

C. PROVISIONAL CERTIFICATION FOR PRINCIPALSHIP

42.630

1. Specific Competencies for Principalship (43.005.7)

In the preparation of the principal, the following more specific competencies should be developed [in addition to the general competencies presented in Section B.]:

- a. The ability to interpret the school program to the students, parents and community;
- b. The ability to organize a faculty for the purpose of program-planning;
- c. An understanding of the over-all program of the school and the place which it holds in the total system-wide program;
- d. An understanding of guidance and counseling activities;
- e. The ability to evaluate a school program in terms of purposes which have been cooperatively developed;
- f. The ability to assume responsibility for the supervision of building facilities;
- g. Ability to organize and administer a total school program efficiently and effectively without subordinating instructional activities to this end;
- h. Skill in organizing and conducting groups in planning and acting by democratic processes.

2. Prerequisites for Certification for Principalship

The holder of a provisional certificate for elementary or secondary teaching based on a four-year program of preparation may have that certificate validated for principalship upon the following conditions:

- a. The completion of an approved curriculum leading to the master's degree;
- b. Three years of teaching experience or the equivalent—the equivalent to be determined by policy of the State Superintendent of Public Instruction.

3. Curriculum for Principalship

The curriculum submitted by each institution for approval as the program of preparation for this position shall include professional education and academic courses, in relation to the students' needs, designed to develop the desired competencies in the four areas—theory of educational administration, attitudes and values, relationships, and understanding of the job. Professional experiences should be drawn from supervision, curriculum development, philosophy, research,

school finance, pupil personnel, and other professional content. In addition, experiences in such fields as the following should provide good preparation for the principal: sociology, psychology, anthropology, economics, business administration, political science, etc.

4. Renewal Requirements for the Provisional Certificate for Principalship

The provisional certification for principalship shall be valid for a period of four years and subject to renewal upon the basis of two years of successful experience and completion of eight additional semester hours of graduate work acceptable toward the Standard Certificate for School Leaders. As an alternate renewal plan the provisional certificate may be renewed each four year period upon basis of two years of successful experience and completion of eight semester hours of additional graduate work until a total of thirty semester hours has been earned, selected from the fifth and/or sixth year programs for teachers, guidance counselors, librarians, or selected upon approval of the dean and upon completion of the thirty semester hours the provisional certificate shall become valid for continuing service except that when the certificate has been issued before September 1, 1964, the certificate shall become a continuing certificate upon completion of twenty-four semester hours as described above.

5. The issuance of the Provisional Certificate for Principalship shall be discontinued effective from September 1, 1970. Candidates pursuing a program of preparation leading to the Provisional Certificate for Principalship must complete the program by September 1, 1970; otherwise, the candidate must follow the new program for the Professional Certificate for School Administration and Supervision with an endorsement for principalship in order to be certified for a principalship position. New candidates for the position of principalship who begin their graduate programs during the 1967 summer session or thereafter shall follow the program for the Professional Certificate for School Administration and Supervision with an endorsement for principalship.

D. PROVISIONAL CERTIFICATION FOR SUPERVISION

42.650

1. Specific Competencies for Supervision (43.005.6)

In the preparation of the supervisor, the following more specific competencies should be developed [in addition to the general competencies presented in Section B.]:

- a. Open-mindedness in regard to current developments in education;
- b. The ability to stimulate and coordinate the efforts of the school or school system in professional growth;
- c. The ability to help teachers to become self-directive;
- d. An understanding of the learning process and its implications for teaching and supervision;
- e. The ability to develop wholesome attitudes with teachers toward observational visits, conferences, and other supervisory techniques.

2. Prerequisites for Certification for Supervision

The holder of a provisional certificate for elementary or secondary teaching based on four-year preparation may have that certificate validated for supervision upon the following conditions:

- a. The completion of an approved curriculum leading to the master's degree;
- b. Three years of teaching experience or the equivalent—the equivalent to be determined by policy of the State Superintendent of Public Instruction.

3. Curriculum for Supervision

The curriculum submitted by each institution for approval as the program of preparation for this position shall include professional education and academic courses, in relation to the students' needs, designed to develop the desired competencies in the four areas—theory of educational administration, attitudes and values, relationships, and understanding of the job. Professional experiences should be drawn from supervision, curriculum development, philosophy, research, school finance, pupil personnel, and other professional content. In addition, experiences in such fields as the following

should provide good preparation for the supervisor: sociology, psychology, anthropology, economics, business administration, political science, etc.

4. Renewal Requirements for the Provisional Certificate for Supervision

The provisional certification in supervision shall be valid for a period of four years and subject to renewal upon the basis of two years successful experience and completion of eight additional semester hours of graduate work acceptable toward the Standard Certificate for School Leaders. As an alternate renewal plan the provisional certificate may be renewed each four year period upon basis of two years of successful experience and completion of eight semester hours of additional graduate work until a total of thirty semester hours has been earned, selected from the fifth and/or sixth year programs for teachers, guidance counselors, librarians, or selected upon approval of the dean and upon completion of the thirty semester hours the provisional certificate shall become valid for continuing service except that when the certificate has been issued before September 1, 1964, the certificate shall become a continuing certificate upon completion of twenty-four semester hours as described above.

5. The issuance of the Provisional Certificate for Supervision shall be discontinued effective from September 1, 1970. Candidates pursuing a program of preparation leading to the Provisional Certificate for Supervision must complete the program by September 1, 1970; otherwise, the candidate must follow the new program for the Professional Certificate for School Administration and Supervision with an endorsement for supervisor of instruction in order to be certified for a supervisory position. New candidates for the position of supervisor who begin their graduate programs during the 1967 summer session or thereafter shall follow the program for the Professional Certificate for School Administration and Supervision with an endorsement for supervisor of instruction.

E. STANDARD CERTIFICATE FOR SCHOOL LEADERS

42.675

1. Specific Competencies for Superintendency (43.005.5)

In the preparation of the superintendent, the following more specific competencies should be developed [in addition to the general competencies presented in Section B.]:

- a. Ability to visualize and consider the total school program from an overall and comprehensive point of view;
- b. The ability to improvise organizational and procedural arrangements which will encourage and develop democratic procedure in the attack on educational problems;
- c. The ability to cut through details and to move as rapidly as is possible without neglecting the democratic process;
- d. An understanding of the role of taxation in school affairs;
- e. A knowledge of school law and governmental machinery;
- f. An understanding of the relationship of the state and the local districts in the joint financing of an education program;
- g. Specialized professional skills and techniques should also be developed in such things as administering business affairs—accounting, budgeting, building, maintenance, supply management, insurance, personnel administration, office management, debt management, etc.;
- h. The superintendent should have the ability to conduct educational surveys, evaluate educational programs, plan school plants, and serve as the over-all educational leader of the community.

2. Prerequisites for the Standard Certificate for School Leaders

The holder of a Provisional Certificate for Principalship, Supervision, or Superintendency may be issued the Standard Certificate for School Leaders (all these three) upon the following conditions:

- a. The completion of at least 24 semester hours of work above the master's degree; (beginning September 1, 1964, the completion of 30 semester hours of work above the master's degree will be required)
- b. Five years of successful school teaching and/or school administrative experience or the equivalent—the equivalent

lent to be determined by policy of the State Superintendent of Public Instruction; institutional requirements may include experience as a prerequisite to certain courses in the curriculum.

3. Curriculum for Standard Certificate for School Leaders

The curriculum submitted by each institution for approval as the program of preparation for this position shall include professional education and academic courses, in relation to the students' needs, designed to develop the desired competencies in the four areas—theory of educational administration, attitudes and values, relationships, and understanding of the job. Professional experiences should be drawn from supervision, curriculum development, philosophy, research, school finance, pupil personnel, and other professional content. In addition, experiences in such fields as the following should provide good preparation for the school leaders: sociology, psychology, anthropology, economics, business administration, political science, etc.

4. Validity Period

The Standard Certificate for School Leaders shall be valid for continuous service provided it is not inactive for longer than a four-year period.

5. The issuance of the Standard Certificate for School Leaders shall be discontinued effective from September 1, 1970. Candidates pursuing a program of preparation leading to the Standard Certificate for School Leaders must complete the program by September 1, 1970; otherwise, the candidate must follow the new program for the Professional Certificate for School Administration and Supervision with an endorsement for superintendency in order to be certified for a superintendency position. New candidates for the position of superintendency who begin their graduate programs during the 1967 summer session or thereafter shall follow the program for the Professional Certificate for School Administration and Supervision with an endorsement for superintendency.

The Standard Certificate for School Leaders is valid for any position of superintendent, supervisor, or principal and is further validated for the classroom teaching assignment for which the individual is prepared.

**F. RENEWAL REQUIREMENTS FOR THE
PROVISIONAL CERTIFICATE FOR SUPERINTENDENT
42.670.3**

In May, 1962, the State Board of Education set September 1, 1964, as the effective date for discontinuing the issuance of the Provisional Certificate for Superintendency. The Provisional Certificates for Superintendency which have already been issued may continue to be renewed under the following regulations.

The provisional certification in superintendency shall be valid for a period of four years and subject to renewal upon the basis of two years successful experience and completion of eight additional semester hours of graduate work acceptable toward the Standard Certificate for School Leaders. As an alternate renewal plan the provisional certificate may be renewed each four year period upon basis of two years of successful experience and completion of eight semester hours of additional graduate work until a total of thirty semester hours has been earned, selected from the fifth and/or sixth year programs for teachers, guidance counselors, librarians, or selected upon approval of the dean and upon completion of the thirty semester hours the provisional certificate shall become valid for continuing service except that when the certificate has been issued before September 1, 1964, the certificate shall become a continuing certificate upon completion of twenty-four semester hours as described above. The Provisional Certificate for Superintendent will not be issued after September 1, 1964.

G. ADJUSTMENT PROVISIONS

1. **Adjustment Plan for Persons Holding the Provisional Certificate for Principalship or for Supervision Issued Prior to September, 1960 (42.616)**

The holders of the Provisional Certificate for Principalship and/or the Provisional Certificate for Supervision issued prior to September 1, 1960, may be issued the standard certificate provided the provisional certificate is kept in force by regular renewals and provided the curriculum for the standard certificate is completed by September 1, 1968.

2. Adjustment Plan for the Standard Principalship and Supervisory Certificates (42.615)

An adjustment plan shall be made whereby a person who completed course requirements for the Standard Principalship or Standard Supervisory Certificate prior to September 15, 1960, (when the new program became effective) but who lacked appropriate experience may be issued the certificate when he has met the experience requirement.

Effective September 15, 1960, the issuance of Standard Certificates for Principalship and for Supervision was discontinued. The requirements for the Provisional Certificates for Principalship and for Supervision were upgraded to a minimum of a master's degree program with the further requirement of 8 semester hours additional credit for renewal every four years until the qualifications were reached for the Standard Certificate for School Leaders. In implementing these changes three major adjustments have been made.

The first adjustment permits persons who took out the Provisional Certificate for Principalship and/or the Provisional Certificate for Supervision prior to September, 1960, to continue the renewal schedule as shown on their certificates and be entitled to the standard certificate provided the master's degree curriculum is completed by September 1, 1968.

The second adjustment applies to persons who had completed the curriculum requirements for the Standard Certificate for Principalship or the Standard Certificate for Supervision prior to September, 1960, but who lacked the experience prerequisites.

The third adjustment provided an alternate means of renewal for persons issued the Provisional Certificate for Principalship or for Supervision or for Superintendency but who did not choose to continue their preparation toward the Standard Certificate for School Leaders. These renewal provisions have been included in Sections C., D., and F.

H. PREPARATION-CERTIFICATION FOR DIRECTOR OF PUPIL PERSONNEL

1. Provisional Certification for Director of Pupil Personnel (42.700)

A teaching certificate based upon a four-year program of teacher preparation may be endorsed on a provisional basis for the position of director of pupil personnel provided the applicant has had three years of successful experience as a teacher or as a director of pupil personnel or two years of successful experience as a teacher or as a director of

pupil personnel and one year of employment in fields other than teaching and provided, further, that the applicant has completed the following prescribed courses:

Child Growth and Development
Guidance and Counseling
Pupil Accounting

If the courses listed have not been completed but all other requirements have been met, the teaching certificate may be endorsed with the stipulation that these courses must be completed within a two-year period.

Effective from September 1, 1970, the endorsement on a provisional basis for the position of director of pupil personnel shall be discontinued. After September 1, 1970, candidates for certification for the position of director of pupil personnel must qualify for the Professional Certificate for School Administration and Supervision with an endorsement for director of pupil personnel.

2. Standard Certificate for Director of Pupil Personnel (42.710)

The Standard Certificate for Director of Pupil Personnel may be issued upon completion of a master's degree as prescribed for a standard teaching or administrative certificate and three years of experience as a director of pupil personnel (in addition to the three years of experience as a teacher or as a director of pupil personnel required for a provisional endorsement) and the standard certificate shall be valid for continuous service provided the holder is not inactive for a period of four consecutive years.

The Standard Certificate for Director of Pupil Personnel may be endorsed for the teaching level for which the holder is qualified.

Effective from September 1, 1970, the issuance of the Standard Certificate for Director of Pupil Personnel shall be discontinued. After September 1, 1970, candidates for certification for the position of director of pupil personnel must qualify for the Professional Certificate for School Administration and Supervision with an endorsement for director of pupil personnel.

3. Endorsement of Administrative Certificates for Position of Director of Pupil Personnel (42.711)

Any certificate valid for principalship, supervision, or superintendency may be endorsed for the position of director of pupil personnel.

Effective from September 1, 1970, the above endorsement plan of an administrative certificate for the position of director of pupil personnel shall be discontinued. After September 1, 1970, candidates for certification for the position of director of pupil personnel must qualify for the Professional Certificate for School Administration and Supervision with an endorsement for director of pupil personnel.

APPENDIX I

INFORMATION ON CERTIFICATES IN ADMINISTRATION AND SUPERVISION ISSUED PRIOR TO 1959

1. Provisional and Standard Certificates in Administration and Supervision Issued Between 1926 and 1934 (certificate numbers less than 10,000)

From 1926 to 1934 the following statute governed the issuance and renewal of certificates in administration and supervision:

"Sec. 4386a-9, Ky. Stat. **Superintendents Certificates.**— A standard or a provisional certificate for administration and supervision in the public schools of the Commonwealth shall be issued to any applicant who files evidence of having taught at least four years in public schools or colleges and having satisfied the requirement for the issuance of a standard or provisional certificate for high school teaching, and in addition thereto standard college credit for six semester hours in public school administration and supervision. Such certificates shall be issued for a term of four school years, shall qualify the holder for any position of public school administration and supervision in the Commonwealth, and shall be eligible for renewal on basis prescribed in section 8 of this act for renewal certificates for high school teaching. (Chap. 86, Acts 1926.)"

2. Provisional and Standard Certificates in Administration and Supervision Issued Between 1934 and 1952 (certificates numbered more than 10,000)

From 1934 until 1952 the following statutes governed the issuance and renewal of certificates in administration and supervision. From 1950 to 1952 the authority for these certificates was placed under the State Board of Education but the requirements were essentially the same as those shown in the statutes.

"Sec. 4502-3, Ky. Stat. **Kinds of Certificates Issued.**— . . .

"(c) **Certificates in administration and supervision.**—

Certificates in administration and supervision shall be valid for use in any position of superintendent, principal, supervisor, teacher, or attendance officer.

"(1) **Provisional certificate in administration and supervision.**—

The provisional certificate in administration and supervision, valid for four years, shall be issued to a person who has had at least two years' successful teaching experience and who is a graduate of a standard four-year college or university and who has completed a standard four-year college or university curriculum (at least 120 semester hours) for the training of administrators and supervisors, which curriculum meets the minimum standards prescribed by the State Board of Education for the issuance of such certificate. This certificate may be reissued or renewed every four years after three years' experience during the life of the certificate or upon presentation of one-half year of standard college or university work of graduate grade, prescribed in the same manner as for the original issue.

"(2) **Standard certificate in administration and supervision.**—

The standard certificate in administration and supervision, valid for five years, shall be issued to a person who has had at least two years' successful teaching experience and who is a graduate of a standard four-year college or university and who has completed a standard four-year college or university curriculum for the training of administrators or supervisors, and who, in addition thereto, has completed one year of standard college or university work of graduate grade, all of which work meets the minimum standards prescribed by the State Board of Education for the issuance of such certificate.

"The standard certificate in administration and supervision may be extended for life upon presentation of evidence that the holder has had three years of successful experience during the life of the certificate.

"Each certificate in administration and supervision shall show on its face the curriculum the holder has completed for its issuance. (1934, c. 65, p. 297.)"

3. **Provisional Certificate for Principalship Issued Between 1952 and 1960 (40,000 series)**

The Provisional Certificate for Principalship was based on a four-year program in teacher education plus a minimum of 15 semester hours graduate credit selected from the curriculum required for the Standard Certificate for Principalship. The certificate was issued for a period of four years with a renewal requirement of three years of successful experience as principal or teacher plus 6 semester hours of college work at the graduate level.

4. **Standard Certificate for Principalship Issued Between 1952 and 1960 (40,000 series)**

The Standard Certificate for Principalship was based on a four-year curriculum in teacher education plus a master's degree program designed for the principalship position. The standard certificate is valid for continuous service provided the holder is not inactive for a period of four consecutive years.

5. **Provisional Certificate for Supervision Issued Between 1952 and 1960 (40,000 series)**

The Provisional Certificate for Supervision was based on a four-year program in teacher education plus a minimum of 15 semester hours graduate credit selected from the curriculum required for the Standard Certificate for Supervision. The certificate was issued for a period of four years with a renewal requirement of three years of successful experience as supervisor or teacher plus 6 semester hours of college work at the graduate level.

6. **Standard Certificate for Supervision Issued Between 1952 and 1960 (40,000 series)**

The Standard Certificate for Supervision was based on a four-

year curriculum in teacher education plus a master's degree program designed for the supervision position. The standard certificate is valid for continuous service provided the holder is not inactive for a period of four consecutive years.

7. Provisional Certificate for Superintendency Issued Between 1952 and 1964 (40,000 series)

The Provisional Certificate for Superintendency was based on a four-year program of teacher education plus a master's degree program designed for the position of school superintendent. The certificates were issued for a period of four years and are renewable upon basis of successful experience as superintendent or teacher and the completion of 8 semester hours of additional graduate preparation selected from the curriculum for the Standard Certificate for Superintendency (and later the Standard Certificate for School Leaders).

8. Standard Certificate for Superintendency Issued Between 1952 and 1960

The Standard Certificate for Superintendency was based on a four-year program of teacher education plus a graduate program of a master's degree plus 24 semester hours graduate work from a curriculum designed for the superintendency. The standard certificate is valid for continuous service provided the holder is not inactive for a period of four consecutive years.

VII. GUIDELINES FOR THE PROFESSIONAL CERTIFICATE FOR SCHOOL ADMINISTRATION AND SUPERVISION

TO BE USED BY TEACHER PREPARATION INSTITUTIONS FOR PERSONS BEGINNING GRADUATE STUDY FOR ANY LEADERSHIP POSITION DURING THE SUMMER SESSION 1967 OR THEREAFTER

Persons already enrolled for graduate study prior to the summer session of 1967 may continue to follow the old guidelines for the preparation-certification of school leaders as printed in Part VI, provided the programs are completed before September 1, 1970.

THE EFFECTIVE DATE for the preparation-certification requirements included in this section is September 1, 1970. Persons certified after this date for any position of elementary school principal, secondary school principal, supervisor of instruction, director of pupil personnel, or school superintendent must have completed the respective program as outlined in this section.

A TRANSITION PERIOD of three years is thus afforded individuals and teacher education institutions in making the adjustment from the old Guidelines for the Preparation-Certification of School Leaders to these new Guidelines for the Professional Certificate for School Administration and Supervision. Persons who have already begun their graduate programs should study the requirements with their graduate advisers to determine whether it is best to continue the present program or to change over to a new curriculum. Generally speaking, persons who are already halfway through a particular program would be advised to finish the program as already outlined but to make certain that it is completed before September 1, 1970. Persons who are less than halfway through a particular program might well consider the advantages in making the adjustment to the new program for the Professional Certificate for School Administration and Supervision.

THESE GUIDELINES PROVIDE THE MINIMUM OUTLINE or framework by which teacher education institutions may develop a program(s) of preparation for a school leadership position. Once the institutional program has been approved by the State Depart-

ment of Education it becomes the "approved program" for individuals enrolling at that particular institution. While these guidelines may be informative to individuals who aspire to a school leadership position the candidate for certification should work out his individual program of study with the guidance of his curriculum adviser and in accordance with the approved program in effect at his college or university.

THE PHILOSOPHY AND BASIC ASSUMPTIONS as presented in Section A. constitute the foundation for the development of programs of preparation for school leadership positions. A further framework for program development is found in the statements of general competencies which are considered to be essential for all positions of educational leadership. The general competencies are supplemented by specific competencies for the respective leadership positions. On the basis of the philosophy, basic assumptions, general competencies, and specific competencies the preparing institutions establish the specific courses and experiences within the curriculum guidelines for each position of school leadership—principal, supervisor, director of pupil personnel, and superintendent.

THESE NEW GUIDELINES are the product of three years study and deliberation by the Advisory Committee on Teacher Education. During this time representatives from the ranks of each group of school leaders and from all of the teacher education institutions offering graduate programs were involved in the discussions and in the formulation of the final proposal which was accepted by the Advisory Committee on Teacher Education. The final proposal was then submitted to the Council on Public Higher Education which recommended its adoption by the State Board of Education.

THE MAJOR CHANGES incorporated in the new plan for a Professional Certificate for School Administration and Supervision may be summarized as follows:

1. **Old Requirements.** School principals are certified initially on a master's degree program, but must continue upgrading at a minimum rate of 8 semester hours every four years until a total program of a master's degree plus 30 semester hours graduate credit is completed.

New Requirements. School principals will be certified initially on a minimum program of a master's degree plus 15 semester hours of graduate study, but no additional credit will be required for certificate renewal—the initial certificate will be issued for continuing service.

2. **Old Requirements.** School supervisors are certified initially on a master's degree program, but must continue upgrading at a minimum rate of 8 semester hours every four years until a total program of a master's degree plus 30 semester hours graduate credit is completed.

New Requirements. School supervisors will be certified initially on a minimum program of a master's degree plus 15 semester hours of graduate study, but no additional credit will be required for certificate renewal—the initial certificate will be issued for continuing service.

3. **Old Requirements.** The Standard Certificate for Director of Pupil Personnel is issued on a master's degree program for teachers—there are no guidelines for a graduate program related to pupil personnel work.

New Requirements. Specific guidelines have been written for a graduate program of preparation for the position of director of pupil personnel and the certification requirements have been upgraded to a level comparable with that of the leadership positions of principal and supervisor. Furthermore, the program for the directors of pupil personnel may serve as a foundation for continued preparation toward qualifications of the school superintendency.

4. **Old Requirements.** Principals and supervisors are required to continue their preparation toward a leadership certificate and this curriculum includes course work related to the school superintendency.

New Requirements. School principals and school supervisors will now have the option of continuing their preparation toward the school superintendency or strengthening their preparation for the specific position of principal or supervisor or of not taking additional preparation at all.

5. **Old Requirements.** An initial program of a master's degree plus 30 semester hours graduate credit is required for certification as a school superintendent or as an assistant school

superintendent—also, three years teaching experience and four years of experience as a school administrator are prerequisites to certification.

New Requirements. For the school superintendency the minimum program remains at a master's degree plus 30 semester hours graduate credit; however, the experience requirements have been adjusted to five years of teaching and/or administrative experience. For the position of assistant superintendent provisions for an internship program have been adopted for persons who are within 15 semester hours of completion of the superintendency program. In effect, almost anyone certified under the new programs for principal, supervisor, or director of pupil personnel who has attained admission to a preparation program for school superintendency will be eligible to serve as an assistant school superintendent.

6. **Old Requirements.** An assistant principal had to qualify for certification as a school principal.

New Requirements. A person who has been admitted to the program of preparation for a school principal and who is within 9 semester hours of completion of this program may serve on an internship basis as an assistant principal.

7. **Old Requirements.** A person desiring certification for two administrative positions such as high school principal and supervisor of instruction must take out two separate certificates—one for each specific position. Each certificate must be renewed every four years according to a specific renewal schedule.

New Requirements. Upon completion of the program for one of the leadership positions such as high school principal the applicant will be issued a document called the Professional Certificate for School Administration and Supervision. This document will be endorsed for the specific leadership position which compares with his preparation program (in this case for high school principalship). This document is issued for continuing service with no renewal requirements so long as the person is engaged in school work. The validity of the basic document may be extended to other positions upon completion of the remaining course work and other require-

ments specific to the new position. In this example, a further endorsement as a supervisor of instruction could be added to the original document upon completion of the program in supervision.

GUIDELINES FOR THE PROFESSIONAL CERTIFICATE FOR SCHOOL ADMINISTRATION AND SUPERVISION

A. PHILOSOPHY AND BASIC ASSUMPTIONS RELATING TO THE PREPARATION OF SCHOOL LEADERS

42.625

1. The development of an effective school leader involves more than knowledge of specific facts and the acquisition of technical skills. It involves the development of consistent theories, values, relationships and understandings of his role.
 - a. **Theory**—a consistent body of understandings and concepts appropriate to our society. It is in terms of a consistent, articulated theory that experience, events, problems, and issues can be meaningfully interpreted and used for subsequent guidance.
 - b. **Attitudes and Values**—the recognition of self worth and the worth of others and process for the cooperative solution of problems. Behavior and personality are geared to the attitudes, beliefs, and values an individual holds, to the way he "sees" himself and others.
 - c. **Relationships**—those satisfying relationships with others in a group, students and staff and others. The characteristics that enable men to be successful educational leaders stem from the quality of the relationships they have with other persons and the degree of freedom they have within themselves to function to the maximum of their capacities and potentialities.
 - d. **Understanding of job**—the tasks and role of educational leadership in today's social matrix. The educational administrator functions in a community contexture and the expectancies of the community and the relationships with groups shape much of his effectiveness in the performance of his job.

2. Some basic assumptions:

- a. Those for whom the preparation program is designed will have been admitted through some recruitment, selection and admission process.
- b. The recruitment, selection and admission process will be based upon reliable data concerning the needs for administrators in Kentucky, the changing nature of the prospective positions, the abilities and resources of the preparing institution, and the characteristics of the persons applying for admission.
- c. The recruitment, selection, and admission process will have called for previous successful educational experience of the applicant.
- d. The preparation program is on the graduate level.
- e. The experiences should be designed to provide opportunities for the applicant, such as:
 - (1) To develop understandings of and abilities in the job of administrative leadership of education in our culture and communities;
 - (2) To develop values, attitudes, and beliefs which will foster his leadership performance and potential;
 - (3) To work effectively with people, in various groupings, organizations, and agencies.

3. In light of these general assumptions the experiences in the preparation program should include provisions for:

- a. Working with groups, institutions, and individuals in a community including such as the county and home demonstration agents, the Chamber of Commerce, welfare and social agencies, church bodies, and social and civic groups;
- b. Interning within a selected school, or school system, or state department of education;
- c. Developing and carrying forward a planned project, case studies, analyses, and organized investigations of important community, school, and individual problems;
- d. Advising with students preparing to teach;
- e. Working with other aspects of education: e.g., curriculum, vocational education, guidance and counseling, etc., within the institution and in the field;

- f. Working with related disciplines and agencies within the institution and with these in the field;
 - g. Interpreting important problems, issues, limitations and accomplishments to the public.
4. These experiences can be most effectively provided through arrangements sometimes referred to as field work, internships, surveys and studies, and research projects. These will require certain conditions and situations, such as:
- a. Cooperative arrangements with selected schools and agencies on and off campus;
 - b. Adequate institutional staffs;
 - c. A low teacher-student ratio;
 - d. Assistantships offered by the institution;
 - e. A reconstruction of present preparation programs;
 - f. A longer period of time to complete than the present programs require, perhaps two years above the A. B. Degree;
 - g. Tailoring programs to the purposes, backgrounds, capabilities, etc., of the individuals admitted;
 - h. Adequate institutional support for personnel, materials, travel, etc.

B. GENERAL COMPETENCIES ESSENTIAL FOR ALL PERSONS IN ANY POSITION OF EDUCATIONAL LEADERSHIP

43.005

There are certain general competencies which are essential for all persons who are in positions of educational leadership:

1. The educational leader must be competent in the arts of communication, such as, listening, speaking, reading and writing. He should have an appreciation of the contributions of the various disciplines such as the sciences, social studies and the humanities. The general education of the administrator should also give him a comprehensive understanding of the organizational and political structure and functions of the various governmental units in our social system.
2. The effectiveness of the educational leader depends to a large degree upon his ability to understand others, to accept

others, and to work with them. The preparation of the educational leader must, therefore, include opportunities for the development of special skills and abilities which are needed in democratic leadership. The administrator needs to develop skill in securing all the available facts before decisions are made and then taking into consideration the feelings of others.

3. Closely related to the above area of human relations is the necessity for an understanding of the sociological functions of the educational leader. The administrator or supervisor must have a clear-cut view of his community and its problems. The ability to enlist community cooperation in educational ventures is dependent upon both human relations and an understanding of the sociological problems of the groups with which he must work. He must have the ability to work with other people, recognizing the worth, values, abilities, and attitudes of all.
4. Within the area of general professional education for educational leadership there are certain broad competencies that are common to all persons, whether they hold the position of superintendent, supervisor, principal, or some other office. Among these are the following:
 - a. An abiding faith in people—respect for self and others;
 - b. An understanding of the way in which children and young people develop and learn;
 - c. An understanding of the total school program and the ability to view each phase—the elementary school and the secondary school—as a part of a continuous 12-grade program;
 - d. An understanding of curriculum development and the ability to plan with pupils, teachers, and parents, and the ability to lead in the cooperative approach to the improvement of learning;
 - e. An understanding of personnel problems and the ability to work with teachers and pupils, and the ability to recognize and use leadership qualities of a staff;
 - f. The ability to help in the improvement of facilities and the selection, purchase, and care of equipment and supplies;
 - g. The ability to stimulate and coordinate the efforts of the

school to improve the in-service professional preparation and growth of teachers;

- h. The ability to look at the long-time total achievements rather than only at the immediate solution of specific problems;
- i. An understanding of and an abiding faith in public education;
- j. An understanding of educational philosophy, with particular emphasis upon the development of a sound philosophy on the part of the educational leader himself;
- k. The ability to create an atmosphere in which democratic leadership can grow and flourish—conditions that are relatively free from threat and in which all can work together constructively.

C. COMPETENCY STATEMENTS FOR SPECIFIC LEADERSHIP POSITIONS

1. Specific Competencies for Principalship (43.005.7)

In the preparation of the principal, the following more specific competencies should be developed [in addition to the general competencies presented in Section B.]:

- a. The ability to interpret the school program to the students, parents and community;
- b. The ability to organize a faculty for the purpose of program-planning;
- c. An understanding of the over-all program of the school and the place which it holds in the total system-wide program;
- d. An understanding of guidance and counseling activities;
- e. The ability to evaluate a school program in terms of purposes which have been cooperatively developed;
- f. The ability to assume responsibility for the supervision of building facilities;
- g. Ability to organize and administer a total school program

efficiently and effectively without subordinating instructional activities to this end;

- h. Skill in organizing and conducting groups in planning and acting by democratic processes.

2. Specific Competencies for Supervision (43.005.6)

In the preparation of the supervisor, the following more specific competencies should be developed [in addition to the general competencies presented in Section B.]:

- a. Open-mindedness in regard to current developments in education;
- b. The ability to stimulate and coordinate the efforts of the school or school system in professional growth;
- c. The ability to help teachers to become self-directive;
- d. An understanding of the learning process and its implications for teaching and supervision;
- e. The ability to develop wholesome attitudes with teachers toward observational visits, conferences, and other supervisory techniques.

3. Specific Competencies for Director of Pupil Personnel (43.005.8)

In the preparation of the director of pupil personnel, the following more specific competencies should be developed [in addition to the general competencies presented in Section B.]:

- a. The ability to understand children who are having problems of an emotional, social, or other nature, which may cause maladjustment in the classroom and/or irregular attendance, and to utilize all resources and agencies in solving the problems and in removing the causes.
- b. The ability to promote a program that will provide positive pupil-parent-teacher-community attitudes toward a regular school attendance.
- c. The ability to work with teachers in the early identification of patterns of inadequate pupil adjustment and the ability to take early professional action on such problems.
- d. The ability to employ the case study approach, including

such techniques and procedures as the interview, the case conference, maintaining adequate records, writing the case study report, and making the proper referral.

- e. The ability to interpret the school program to the community and to enlist the services of the school, community, and state agencies in seeking solutions to the problems of children.
- f. The ability to work cooperatively with the school staff in developing and implementing a curriculum that will meet the individual needs of children.
- g. The ability for the efficient management of the records and reports for which the office of the director of pupil personnel is responsible, including the school census, registers of attendance, and the issuance of employment certificates.
- h. The ability to use constructively authority pertaining to the enforcement of the school attendance laws of the state.
- i. The ability to initiate and conduct research projects which will aid in planning the total school program.

4. **Specific Competencies for Superintendency (43.005.5)**

In the preparation of the superintendent, the following more specific competencies should be developed [in addition to the general competencies presented in Section B.]:

- a. Ability to visualize and consider the total school program from an overall and comprehensive point of view;
- b. The ability to improvise organizational and procedural arrangements which will encourage and develop democratic procedure in the attack on educational problems;
- c. The ability to cut through details and to move as rapidly as is possible without neglecting the democratic process;
- d. An understanding of the role of taxation in school affairs;
- e. A knowledge of school law and governmental machinery;
- f. An understanding of the relationship of the state and the local districts in the joint financing of an education program;

- g. Specialized professional skills and techniques should also be developed in such things as administering business affairs—accounting, budgeting, building, maintenance, supply management, insurance, personnel administration, office management, debt management, etc.;
- h. The superintendent should have the ability to conduct educational surveys, evaluate educational programs, plan school plants, and serve as the over-all educational leader of the community.

D. THE PROFESSIONAL CERTIFICATE FOR SCHOOL ADMINISTRATION AND SUPERVISION

42.720

1. The Professional Certificate for School Administration and Supervision shall be issued initially upon completion of a program of preparation for one of the school leadership positions—elementary school principalship, secondary school principalship, supervisor or instructor, director of pupil personnel, or school superintendent. The certificate shall be endorsed for the specific position for which the program of preparation has been completed. The certificate shall be issued on a continuing basis.
2. Once the Professional Certificate for School Administration and Supervision has been issued and endorsed for one position it may be further endorsed for any of the other positions upon completion of the graduate curriculum requirements and the institutional program of selection and admission for the particular position.
3. The Professional Certificate for School Administration and Supervision may also be endorsed to show other programs of preparation—certification for which the holder is qualified.
4. The guidelines for the curricula for the positions of elementary school principalship, secondary school principalship, supervisor of instruction, director of pupil personnel and school superintendent shall be used by the teacher education institutions as a basis for the development of institutional curricula for the respective positions. When submitted to the Division

of Teacher Education and Certification and approved by the State Board of Education, the institutional curricula will become the basis for the issuance of the Professional Certificate for School Administration and Supervision.

5. These new programs for elementary school principalship, secondary school principalship, supervisor of instruction, and director of pupil personnel shall become effective for all persons entering the graduate programs in the summer of 1967 and thereafter. Completion of the new programs for the Professional Certificate for School Administration and Supervision shall be required of all applicants for certification in school administration after September 1, 1970. Teacher education institutions may submit programs of preparation for approval at any time after July 1, 1966, and any candidate qualifying under the new program may be issued the Professional Certificate for School Administration and Supervision immediately thereafter.

E. THE ELEMENTARY SCHOOL PRINCIPAL

42.730

1. The Elementary School Principal—Prerequisites for Certificate Endorsement

The Professional Certificate for School Administration and Supervision may be endorsed for the position of elementary school principal when the following conditions are met:

- a. The completion of the requirements for the Standard Elementary Certificate which is based on the master's degree program for elementary school teachers.
- b. Admission to the curriculum for the elementary school principalship in accordance with the selection criteria adopted by the institution and successful progress throughout the program of preparation in accordance with the institutional criteria for retention in the program.
- c. Three years of successful teaching experience prior to the issuance of a certificate; institutional requirements may include teaching experience as a prerequisite to certain courses in the curricula.

- d. The completion of the institutional curriculum for the elementary school principal as developed by the institution in accordance with prescribed guidelines.
- e. The following areas are considered as a part of the graduate curriculum for the standard elementary teaching certificate and must be completed as prerequisites for the curriculum for the elementary school principal:
 - (1) A general study of curriculum development
 - (2) Research methodology
 - (3) Advanced study in human growth and development
 - (4) Advanced study in reading (required unless waived on basis of previous advanced study in reading)
 - (5) The psychology of learning
 - (6) A seminar in instruction devoted to the method of teaching
 - (7) Foundations in education—sociological, psychological, philosophical, historical.

2. Elementary School Principal—Curriculum Guidelines

The curriculum for the elementary school principal shall include a minimum of fifteen semester hours graduate credit beyond the master's degree and beyond the requirements for the standard elementary teaching certificate, and shall include the following areas of preparation among the total of 45 semester hours of graduate work [see also curriculum prerequisites in 1. e. above]:

- a. Curriculum construction in the elementary school (prerequisite, a general study of curriculum development)
- b. Administration of the elementary school
- c. Supervision of Instruction with emphasis on educational leadership
- d. Guidance and counseling
- e. Educational and psychological testing
- f. Seminar in administration.

F. THE SECONDARY SCHOOL PRINCIPAL

42.740

1. The Secondary School Principal—Prerequisites for Certificate Endorsement

The Professional Certificate for School Administration and Supervision may be endorsed for the position of secondary school principal when the following conditions are met:

- a. The completion of the requirements for the Standard High School Certificate which is based on the master's degree program for secondary school teachers.
- b. Admission to the curriculum for the secondary school principalship in accordance with the selection criteria adopted by the institution and successful progress throughout the program of preparation in accordance with the institutional criteria for retention in the program.
- c. Three years of successful teaching experience prior to the issuance of a certificate; institutional requirements may include teaching experience as a prerequisite to certain courses in the curricula.
- d. The completion of the institutional curriculum for the secondary school principal as developed by the institution in accordance with the prescribed guidelines.
- e. The following areas are considered as a part of the graduate curriculum for the standard secondary teaching certificate and must be completed as prerequisites for the curriculum for the secondary school principal:
 - (1) A general study of curriculum development
 - (2) Research methodology
 - (3) Advanced study in human growth and development
 - (4) The psychology of learning
 - (5) A seminar in instruction devoted to the method of teaching
 - (6) Foundations in education—sociological, psychological, philosophical, historical.

2. The Secondary School Principal—Curriculum Guidelines

The curriculum for the secondary school principal shall include a minimum of fifteen semester hours graduate credit beyond the master's degree and beyond the requirements for the standard secondary teaching certificate and shall include the following areas of preparation among the total of 45 semester hours of graduate work [see also curriculum prerequisites in l. e. above]:

- a. Curriculum construction in the secondary school (prerequisite, a general study of curriculum development)
- b. Administration of the secondary school
- c. Supervision of instruction with emphasis on educational leadership
- d. Guidance and Counseling
- e. Educational and psychological testing
- f. Seminar in administration.

G. SUPERVISOR OF INSTRUCTION

42.750

1. Supervisor of Instruction—Prerequisites for Certificate Endorsement

The Professional Certificate for School Administration and Supervision may be endorsed for the position of Supervisor of Instruction (one program to cover both elementary and secondary levels) when the following conditions are met:

- a. The completion of the requirements for either the Standard Elementary Certificate or the Standard High School Certificate based on the master's degree program.
- b. Admission to the curriculum for Supervisor of Instruction in accordance with the selection criteria adopted by the institution and successful progress throughout the program of preparation in accordance with the institutional criteria for retention in the program.
- c. Three years of successful teaching experience prior to the issuance of the certificate; institutional requirements

may include teaching experience as a prerequisite to certain courses in the curriculum.

- d. The completion of the institutional curriculum for the Supervisor of Instruction as developed by the institution in accordance with the prescribed guidelines.
- e. The following areas are considered as a part of the graduate curriculum for standard teaching certificates and must be completed as prerequisites for the curriculum for Supervisor of Instruction:
 - (1) A general study of curriculum development
 - (2) Research methodology
 - (3) A seminar in instruction devoted to the methodology of teaching
 - (4) Foundation in education
 - (5) Advanced study of human growth and development
 - (6) Psychology of learning

2. Supervisor of Instruction—Curriculum Guidelines

The curriculum for the Supervisor of Instruction shall include a minimum of fifteen semester hours graduate credit beyond the master's degree and beyond the requirements for the standard elementary or secondary teaching certificate [see also curriculum prerequisites in l. e. above]. The following areas of study shall be included among the total of 45 semester hours of graduate work included in the curriculum for Supervisor of Instruction. Graduate preparation for the standard teaching certificate may be applied toward these requirements. (Additional course work may be necessary in instances where the undergraduate and graduate prerequisites to these courses have not been completed.)

- a. Advanced study in reading instruction (prerequisite, Teaching of Reading)
- b. Curriculum construction at the elementary school level
- c. Curriculum construction at the secondary school level
- d. Supervision of instruction with emphasis on educational leadership

- e. Group dynamics
- f. School and community relations
- g. Educational and psychological testing
- h. Instructional programming for the exceptional children—academically talented, remedial work, handicapped, retarded
- i. Seminar in administration
- j. Special preparation in subject matter area—English, mathematics, science, social studies, fine arts, et cetera.

H. THE DIRECTOR OF PUPIL PERSONNEL

42.760

1. The Director of Pupil Personnel—Prerequisites for Certificate Endorsement

The Professional Certificate for School Administration and Supervision may be endorsed for the position of Director of Pupil Personnel when the following conditions are met:

- a. The completion of the requirements for either the standard elementary or the standard high school certificate based on a master's degree program.
- b. Admission to the curriculum for Director of Pupil Personnel in accordance with the selection criteria adopted by the institution and successful progress throughout the program of preparation in accordance with the institutional criteria for retention in the program.
- c. Three years of successful teaching experience prior to the issuance of the certificate; institutional requirements may include teaching experience as a prerequisite to certain courses in the curriculum.
- d. The completion of the institutional curriculum for the position of Director of Pupil Personnel as developed by the institution in accordance with the prescribed guidelines.
- e. The following areas are considered as a part of the graduate curriculum for the standard teaching certificate and

must be completed as prerequisites for the curriculum for the Director of Pupil Personnel:

- (1) A general study of curriculum development
- (2) Research methodology
- (3) Advanced study in human growth and development
- (4) The psychology of learning
- (5) A seminar in instruction devoted to the method of teaching
- (6) Foundations in education—sociological, psychological, philosophical, historical ,

2. The Director of Pupil Personnel—Curriculum Guidelines

The curriculum for the Director of Pupil Personnel shall include a minimum of fifteen semester hours graduate credit beyond the master's degree and beyond the requirements for the standard elementary or secondary teaching certificate [see also curriculum prerequisites in l. e. above]. The following content shall be included among the total of 45 semester hours of graduate work in the curriculum for the Director of Pupil Personnel. Graduate preparation for the standard teaching certificate may be applied toward these requirements but shall not serve to reduce the total requirement of a master's degree plus fifteen semester hours graduate credit.

- a. **Basic Concepts of Pupil Personnel Services**—3 to 4 semester hours. The specific duties and functions involved in administering pupil personnel services—such as attendance services; guidance services; school health services; school psychological services; school social work services; and the other duties, services and responsibilities defined in the statutory provisions for the position of Director of Pupil Personnel.
- b. **Basic Concepts in Pupil Appraisal**—7 to 10 semester hours. Emphasis on the behavioral sciences, including an understanding of human growth and development; abnormal psychology; the exceptional child (including the academically talented); the family; and the community.
- c. **Pupil Personnel Accounting and Records Management**—3 to 4 semester hours. The specific procedures in pupil

accounting which are the responsibility of the Director of Pupil Personnel; systematized records management including some attention to machine data processing.

I. THE SCHOOL SUPERINTENDENT

42.770

1. The School Superintendent—Prerequisites for Certificate Endorsement

The Professional Certificate for School Administration and Supervision may be endorsed for the position of School Superintendent when the following conditions are met:

- a. The completion of the requirements for either the Standard Elementary Certificate or the Standard High School Certificate based on the master's degree program.
- b. Admission to the curriculum for School Superintendents in accordance with the selection criteria adopted by the institution and successful progress throughout the program of preparation in accordance with the institutional criteria for retention in the program.
- c. Five years of successful school teaching and/or school administrative experience or the equivalent—the equivalent to be determined by policy of the State Superintendent of Public Instruction; institutional requirements may include experience as a prerequisite to certain courses in the curriculum.
- d. The completion of the institutional curriculum for the School Superintendent as developed by the institution in accordance with the prescribed guidelines.
- e. The following areas are considered as a part of the graduate curriculum for standard teaching certificates and must be completed as prerequisites for the curriculum for School Superintendents:
 - (1) A general study of curriculum development
 - (2) Research methodology
 - (3) Advanced study in human growth and development
 - (4) The psychology of learning

- (5) A seminar in instruction devoted to the method of teaching
- (6) Foundations in education—sociological, psychological, philosophical, historical.

2. The School Superintendent—Curriculum Guidelines

The curriculum for the School Superintendent shall include a minimum of thirty semester hours graduate credit beyond the master's degree and beyond the requirements for the standard elementary or secondary teaching certificate [see also curriculum prerequisites in l. e. above]. The curriculum submitted by each institution for approval as the program of preparation for this position shall include professional education and academic courses, in relation to the student's needs, designed to develop the desired competencies in the four areas—theory of educational administration, attitudes and values, relationships, and understanding of the job. Professional experiences should be drawn from supervision, curriculum development, philosophy, research, school finance, pupil personnel, and other professional content. In addition, experiences in such fields as the following should provide good preparation for the school leaders: sociology, psychology, anthropology, economics, business administration, political science, etc.

J. INTERNSHIP PLAN FOR THE POSITION OF ASSISTANT PRINCIPAL

40.155 (2)

The Superintendent of Public Instruction may approve the employment of an assistant superintendent on an internship basis under the following conditions:

- (a) The request must be made by the local school superintendent and approved by the local board of education.
- (b) The prospective assistant principal must have been admitted to the program of preparation-certification for the school principalship by the teacher education institution and must lack no more than 9 semester hours graduate credit for the completion of the total program.

- (c) The internship program must be planned jointly by the teacher education institution and the local school superintendent and must include provisions for completing certification requirements for principalship before September 1 of the following school year.

Arrangements for the internship plan for the position of assistant principal must be initiated by the local school superintendent using forms provided by the Division of Teacher Education and Certification. It is recommended that the planning for the internship position be done with the Division of Teacher Education and Certification and with the teacher education institution involved prior to June 1 for the following school term.

K. INTERNSHIP PLAN FOR THE POSITION OF ASSISTANT SUPERINTENDENT

40.150 (2)

The Superintendent of Public Instruction may approve the employment of an assistant principal on an internship basis under the following conditions:

- (a) The request must be made by the local school superintendent and approved by the local board of education.
- (b) The prospective assistant superintendent must have been admitted to the program of preparation-certification for the school superintendency by the teacher education institution and must lack no more than 15 semester hours graduate credit for the completion of the total program.
- (c) The internship program must be planned jointly by the teacher education institution and the local school superintendent and must include provisions for completing the academic requirements within a two-year maximum period with at least 9 semester hours progress the first year.

Arrangements for the internship plan for the position of assistant superintendent must be initiated by the local school superintendent using forms provided by the Division of Teacher Education and Certification. It is recommended that the planning for the internship position be done with the Division of Teacher Education and Certification and with the teacher education institution involved prior to June 1 for the following school term.

by the
superin-
certifica-
er 1 of

stant
ndent
and
tern-
and
olved

he em-
der the

tendent

e been
for the
stitution
e credit

VIII. GUIDELINES FOR THE PREPARATION-CERTIFICATION OF SCHOOL BUSINESS ADMINISTRATORS

In June, 1965, the State Board of Education adopted a program of preparation-certification for the new position of school business administrator. The guidelines for this program as presented in this section are to be used by the colleges and universities in the development of the curricula which will be offered to the persons aspiring to the position of school business administrator. Individuals are expected to follow the particular curriculum in effect at the teacher education institution rather than the outline presented here.

In addition to the guidelines for the new position of school business administrator this section includes the regulations of the State Board of Education regarding the criteria for the position and also the provisions for a "grandfather" clause relating to the persons now serving in the positions designated as finance officer.

A. CERTIFICATION FOR SCHOOL BUSINESS ADMINISTRATORS

42.600

1. The Standard Certificate for School Business Administrator may be issued when the following conditions are met:
 - a. The completion of the institutional curriculum for the position of school business administrator as developed by the institution and including the following courses (at either the graduate or undergraduate level):
 - History and Philosophy of Education
 - School Organization and Administration (two courses)
 - School Law
 - Business Law
 - Principles of Accounting (a two course sequence)
 - Governmental or Public School Accounting
 - Public Finance and Taxation
 - Public School Finance
 - School Plant Planning
 - Office and Personnel Management

These areas or course content may be offered in integrated courses rather than in separate courses—the organization of content may be determined by each institution.

- b. Completion of the master's degree at a recognized college or university.
 - c. Completion of three years experience as a school business administrator (in addition to the experience prerequisite for the provisional certificate). Previous experience in a school position having comparable responsibilities may be accepted toward this experience requirement.
 - d. The Standard Certificate for School Business Administrator shall be valid for continuous service provided it is not inactive for longer than a four-year period. After an absence from active school service for a period of more than four years, the certificate for school business administrator may be reinstated upon completion of 6 semester hours graduate credit earned in a college or university accredited by a regional accrediting association and approved by the advisor to the applicant for reinstatement.
2. The Provisional Certificate for School Business Administrator may be issued when the following conditions are met:
- a. The completion of the institutional curriculum for the position of school business administrator, including 18 semester hours selected from the curriculum required for the standard certificate.
 - b. Completion of the bachelor's degree at a college or university accredited by a regional accrediting association.
 - c. Completion of at least two years successful experience in government, business, or education.
 - d. The Provisional Certificate for School Business Administrator will be issued on the condition that upon employment in the position the holder will participate fully in the work conference held by the State Department of Education as in-service education. The provisional certificate shall be issued for a four-year period and will be subject to renewal once upon completion of 8 semester hours credit selected from the curriculum for the standard certificate.

3. The programs of preparation-certification for the Standard and Provisional Certificates for School Business Administrator may become effective immediately and shall be required after September 1, 1966.

B. CRITERIA FOR THE UNIT OF SCHOOL BUSINESS ADMINISTRATOR OR FINANCE OFFICER

40.205

General Provisions

1. The school business administrator shall be responsible under the direction of the local superintendent for the financial affairs of the school district. He shall be responsible to the superintendent for budget and accounts control and shall generally supervise personnel concerned with accounting procedures. He may serve as treasurer of the board of education.

Personnel approved for continued employment in the position of finance officer may be assigned any or all functions ascribed above to the position of school business administrator.

Qualified Personnel

1. Personnel qualified to serve in an approved unit for school business administrator shall hold either the Provisional or the Standard Certificate for School Business Administrator.
2. Persons serving in an approved unit for finance officer during the 1966-67 school year on the basis of a regular teaching certificate may continue to serve under the title of finance officer in the same school district provided the teaching certificate is kept valid.
3. Persons serving in approved units for finance officer on an emergency basis during the 1966-67 school year may continue to serve on an emergency basis provided regular progress is made toward meeting the qualifications for school business administrator at a minimum annual rate of 8 semester hours credit.

Planned Program

1. The application for the unit must state that the school business administrator will be employed full-time in his duties. He may devote time to census or attendance, free textbooks,

standard
nistra-
quired

school lunch supervision, or other programs only to the degree that he supervises the financial aspects of such activities.

- SS
2. The application shall clearly set forth the school business administrator's functions and duties and the procedures to be followed in carrying them out.
 3. All procedures shall conform to the provisions of the **Kentucky Revised Statutes** and the regulations of the State Board of Education.

Physical Facilities

- under
nancial
to the
l shall
unting
educa-
osition
cribed
1. The application shall indicate the provision of the following:
 - a. Adequate office and storage space.
 - b. Sufficient clerical personnel to permit the adequate function of the office.
 - c. Necessary business machines and other equipment to permit the adequate control of accounts and accumulation of financial data.
 - d. Sufficient financial support to furnish necessary forms, supplies, and other operating costs.
- school
nal or
trator.
during
aching
inance
aching
- on an
y con-
regular
school
semes-
- l busi-
duties.
tbooks,

IX. GUIDELINES FOR THE PREPARATION-CERTIFICATION OF GUIDANCE COUNSELORS AND SCHOOL PSYCHOMETRISTS

At the annual meeting of the Kentucky Association of School Administrators in the fall of 1955, it was forcefully recommended that there was a need for guidance services in each school and that consideration should be given to the position of guidance counselor. In setting up regulations for the implementation of the Foundation Program, the State Board of Education included the guidance counselor in the list of thirteen school positions which might be classified as administrative and special instructional services (ASIS units). The State Superintendent of Public Instruction immediately asked the Advisory Committee on Teacher Education and the Bureau of Instruction to develop with representatives from the profession a program of preparation-certification for guidance counselors.

On March 15, 1956, the State Board of Education adopted upon recommendation of the Council on Public Higher Education a program for the preparation and certification of guidance counselors including eleven essential competencies on which the program should be focused. The program was based upon the completion of a program for elementary or secondary teaching, three years of experience, and the completion of 15 semester hours of graduate work in courses designed to develop the essential competencies of a guidance counselor.

The Division of Teacher Education and Certification in cooperation with the Division of Guidance Services held conferences with representatives of the colleges interested in preparing guidance counselors in order to plan for the types of experiences needed for guidance counselors on the job in the public schools. These meetings were held on January 26, 1957; March 20, 1958; and December 30, 1958. The Advisory Committee on Teacher Education then asked the group which had been working cooperatively on the program to serve as a subcommittee of the Advisory Committee and to bring recommendations to the Advisory Committee for strengthening the current program of preparation-certification of guidance counselors. This sub-committee included the following:

Dr. Curtis Phipps
Dr. Kearney Campbell

Mr. Sidney Simandle
Dr. L. F. Jones

Mr. Ben Freeman
Dr. J. J. Oppenheimer
Miss Louise Combs,
Chairman
Dr. Lyman V. Ginger

Dr. Lawrence Stewart
Dr. William Sprague
Dr. W. J. Moore
Dr. W. C. Lappin
Dr. W. G. Nash

This committee presented a preparation program to the Advisory Committee at its regular meeting on April 24-25, 1959. On basis of action taken by the Advisory Committee the program was then presented to the Council on Public Higher Education at its regular meeting on May 18, 1959. The Council adopted the program as presented. The proposal was then presented to the State Board of Education on June 23, 1959, and was adopted as presented in this section.

The new program includes the same listing of competencies which were identified by the original committee in 1956. The new program provides for the issuance of a provisional certificate upon completion of a graduate program for the preparation of guidance counselors and the master's degree. The program further provides for the Standard Certificate for Guidance Counselors upon completion of a program including 24 semester hours of graduate work beyond the master's degree. The program stipulates that persons securing the guidance counselor's certificate on provisional basis under the current program between June 23 and September 15, 1959, shall be given until September, 1962, to complete the program based upon the master's degree.

One of the significant features of the new program is the "approved program approach" to certification. Under this plan each college may follow the broad guidelines for the development of its program. Instead of specific courses areas of preparation are recommended. The program of each college will include certain areas of preparation. Each program will be approved by the State Board of Education and then the college officials will have the freedom and responsibility to guide each student. Upon the completion of the program as outlined for each student the college will certify to the State Department of Education that the applicant is qualified for the guidance counselor certificate. Through this new approach the college has more freedom for planning a program in keeping with the beliefs and strengths of the faculty and the student is provided a better opportunity for pursuing the courses which give him an opportunity to develop the professional competencies he needs.

A. COMPETENCIES FOR GUIDANCE COUNSELORS

43.003

The program of preparation of guidance counselors should point toward the development of the following:

1. Ability to exercise leadership in the development of a comprehensive and effective program of guidance services
2. Ability to assist teachers in assuming responsibility for guidance and counseling of their pupils
3. Ability to coordinate planning with administrators and other staff members in matters relating to guidance services
4. Ability to foster and develop pupil responsibility in accepting guidance and counseling
5. Ability to provide necessary services in the psychological, personal, social, moral, educational, and vocational assessment of pupils
6. Ability to work with teachers, gathering, presenting and interpreting data and information which aid the student in personal, emotional, social, educational, and vocational development
7. Ability to encourage and assist parents to meet their responsibility to work with the school and to utilize their assistance in the implementation of the guidance program
8. Ability to help in the cooperative evaluation of the curriculum and instructional program
9. Ability to work with school administrators, parents, teachers, and other school personnel as well as with community agencies in the improvement of services for children and youth
10. Ability to lead in the evaluation of the guidance program on the basis of the nature and quality of guidance and counseling services in accordance with recommended and accepted criteria
11. Ability to organize and maintain current and reliable informational files on higher education, special education, and occupational opportunities.

B. PREPARATION-CERTIFICATION FOR GUIDANCE COUNSELORS

42.380

1. Guidance counselors shall be certified on a provisional basis upon completion of the master's degree including the follow-

ing areas: (These areas or course content may be offered in integrated courses rather than in separate courses. The organization of the areas or course content may be determined by each institution in planning the program which will be submitted to the State Department of Education as a basis for certification.)

Area I Philosophy, Organization and Administrative Relationships of Guidance Services

Recommended Preparation Preparation in this area should include philosophy and scope of services of an adequate program; functions and responsibilities of personnel involved, including the counselor; procedures in organization; orientation of total faculty; program evaluation; referral procedures; and financing and facilities.

Area II Appraising, Assessment, and Understanding the Individual

Recommended Preparation Preparation in this area should include a study of human growth and development; individual and group instruments for individual appraisal (tests, inventories, anecdotal records); case study techniques; management of cumulative records; procedures in securing, recording, interpreting, and using pertinent information about the individual.

Area III Individual Counseling

Recommended Preparation This area should include theory, techniques and actual practice and counseling interviews.

Area IV Educational and Occupational Information

Recommended Preparation This area should include securing and organizing valid educational and occupational information; procedures and resources for effective utilization of the information, involving relationships with the total school personnel.

Area V Supervised Practice in Guidance and Counseling

Recommended Preparation This area should include actual experience in a school environment where a comprehen-

sive program of guidance services is in operation and where a full-time guidance counselor is employed.

Area VI Group Guidance Procedures

Recommended Preparation This area should include the meaning, purposes, scope and techniques of group guidance.

Area VII Electives from General Education and/or Professional Education

Recommended Preparation This area should further the student's general and professional education in accordance with his needs and this area of experiences should be determined by the student's graduate committee.

2. The prerequisites for certification of guidance counselors shall include:

A teaching certificate based upon the completion of a four-year program of preparation;

Three years of teaching experience

or

Two years of teaching experience and one year of employment in fields other than teaching.

3. The Standard Certificate for Guidance Counselor shall be based upon the completion of the curriculum for provisional certification for guidance counselors and the completion of 24 additional semester hours of graduate study for guidance counselors as planned by each college and approved by the State Board of Education for certification.
4. The provisional certification for guidance counselors shall be for a period of ten years and renewable each ten-year period on the basis of three years of experience as a guidance counselor. (In administering provisional certification, teaching certificates may be endorsed for service as guidance counselor when requirements have been met.)
5. The Standard Certificate for Guidance Counselor shall be a "continuing" certificate.
6. A person to whom provisional certification for guidance counseling is granted between the date of adoption of these

in op-
e coun-
g, pur-
guid-
Profes-
's gen-
ordance
riences
s grad-
nselors
n of a
of em-
hall be
visional
tion of
guidance
by the
s shall
en-year
guidance
teach-
guidance
hall be
guidance
f these

regulations and September 15, 1959, on basis of the current 15-semester-hour program, shall have until September, 1962, to complete new requirements for guidance counselor. (A teaching certificate endorsed on a provisional basis for guidance counseling in the summer of 1959 will carry a notation to the effect that the endorsement is effective until September, 1962.)

7. The effective date of the new program shall be September 15, 1959.

C. PREPARATION-CERTIFICATION FOR SCHOOL PSYCHOMETRIST 42.385

On March 29, 1961, the State Board of Education adopted a program of preparation-certification for the position of school psychometrist. The criteria for an approved program for this position were adopted in 1960 and may be found in the Handbook of State Board Regulations. It is important to note that the position of school psychometrist should be set up only after a full program of guidance services is established with the services of full-time, qualified guidance counselors. The program adopted for the preparation-certification of the school psychometrist is as follows.

The Provisional or Standard Guidance Certificate may be endorsed for the position of school psychometrist provided the preparation includes the following six areas as part of his preparation for the Provisional or Standard Guidance Certificate or in addition to it. (These areas or course content may be offered in integrated courses rather than in separate courses. The organization of the areas or course content may be determined by each institution in planning the program which will be submitted to the State Department of Education as a basis for certification.)

Definition

The school psychometrist is a skilled technician employed by the local school district to assist principals, supervisors, guidance officers, and teachers in the measurement of the abilities, achievements, progress and other characteristics of school pupils. The school psychometrist employs his specialized knowledge and skills in the measurement of pupil characteristics and abilities in the schools under the direction of the school's administrative and super-

visory officers. While he has specialized in the evaluation and measurement of the psychological and educational traits of young persons, and in the statistical treatment of numerical data obtained by evaluative methods, he is neither a psychologist nor an instructional supervisor.

Area I Philosophy, Organization and Administrative Relationships of Guidance Services

Preparation in this area should include philosophy and scope of services of an adequate program; functions and responsibilities of personnel involved, including the counselor; procedures in organization; orientation of total faculty; program evaluation; referral procedures; and financing facilities.

Area II Appraisal, Assessment, and Understanding of the Individual

Preparation in this area should include a study of human growth and development; individual and group instruments for individual appraisal; case study techniques; management of cumulative records; procedures in securing, recording, interpreting, and using information about the individual.

Area III Educational and Psychological Measurement and Research

Preparation in this area should include studies of educational measurements; statistics or psychometrics; and research methods and utilization. Such studies shall contribute to an understanding of the measurement and interpretation of the intellectual, social, and emotional development of pupils, including measurements of special talents, interests, and personality. Preparation in research should include methods of research and the use of research findings for solution of school problems.

Area IV Exceptional Children

This area should include a study of the academically talented, those with special talents, and children with other particular gifts as well as those who are handicapped.

Area V Supervised Practice in Testing

This area should include actual experience in a school environment in setting up a testing program, in administering the tests, and in the preparation and practical use of the test data in the over-all instructional program. Experiences should be provided with a wide range of testing instruments dealing with mental ability, achievements, aptitudes, personal adjustment, etc., and shall afford some familiarity with individual intelligence testing.

Area VI Electives from General Education and/or Professional Education

This area should further the student's general and professional education in accordance with his needs and this area of experiences should be determined by the student's graduate committee.

X. CERTIFICATION FOR TRADE AND INDUSTRIAL EDUCATION AND FOR DISTRIBUTIVE EDUCATION

In September, 1965, the programs of preparation-certification for all positions in trades and industrial education and in distributive education were revised and brought up to date. Provisions were made for the position of coordinator and teacher-coordinator and for upgrading the positions of director and assistant director of the area trade schools. Provisions were also adopted for issuing the teaching certificates for a ten-year period upon completion of the basic preparation program.

A. CERTIFICATES FOR TRADE AND INDUSTRIAL EDUCATION; DISTRIBUTIVE EDUCATION

42.120

1. Issuance of Certificates for a One-Year Period

- a. A certificate valid for one year shall be issued upon high school graduation and three years of successful and appropriate occupational experience in the area to be taught. The certificate will be valid for teaching only the subject stated on the face of the certificate.
- b. **Renewal.** The one-year certificate for full-time instructors may be renewed upon satisfactory teaching experience gained during the life of the certificate and upon presentation of two semester hours credit in Industrial and Distributive Education earned in residence at an approved teacher-training institution. If the applicant has already completed all course requirements for a certificate, experience only will be required for renewal.

2. Issuance of Certificates for a Ten-Year Period

- a. A certificate may be issued for a ten-year period when the following conditions are met:
 - (1) Four years of satisfactory teaching experience in an approved program operated under a State Plan for Vocational Education.

- (2) If a college graduate, completion of sixteen semester hours credit or if an undergraduate, completion of twenty-four semester hours credit in approved Vocational Education courses, with average grades on all course work attempted, in approved teacher-training courses in an institution for training industrial and distributive education teachers.
- (3) The course work constituting the approved curriculum shall be drawn from the following curriculum areas and shall include minimum preparation as indicated:

Foundation courses	4 semester hours minimum
Curriculum and Course Construction	4 semester hours minimum
Method in Teaching	4 semester hours minimum
Organization and Management of Learning Groups and Facilities	2 semester hours minimum
Research	2 semester hours (waived for persons with a degree)
Personnel Placement Administration	

- b. **Renewal.** This certificate may be renewed for a ten-year period upon three years of successful experience in a program of trade and industrial or distributive education operated under the State Plan for Vocational Education, provided the applicant can show that he has kept abreast of modern practices in the trade and distributive subjects he is teaching, or it may be renewed upon completion of twelve semester hours of approved college work in the area of his needs. Also, the certificates which were formerly issued for a four-year period may be renewed for ten years under these same conditions.

3. Endorsement of Regular High School Certificates for Vocational Subjects

- a. When requirements have been met for the issuance or renewal of a one-year or a ten-year certificate in the field of trade and industrial and distributive education, a holder

of a high school certificate may have that certificate validated for the same subject and for the same length of time as provided for under regulations for issuance or renewal of the certificate for trade and industrial or distributive education.

4. Issuance of Certificates for the Positions of Director, Assistant Director, Coordinator and Teacher Coordinator

- a. A certificate for the position of director of an area school in trades and industrial education shall be issued when the applicant has a bachelor's degree from a standard college or university and a minimum of sixteen semester hours in specific and approved courses in vocational education.
- b. A certificate for the position of assistant director of an area school in trades and industrial education shall be issued when the applicant has a bachelor's degree from a standard college or university and a minimum of sixteen semester hours in specific and approved courses in vocational education.
- c. A certificate for the position of coordinator in an area school in trades and industrial education shall be issued upon a minimum of 64 semester hours of approved college credit, with average grades on all course work attempted, including a minimum of 24 semester hours in specific approved courses in vocational education. An applicant with a bachelor's degree and 16 semester hours of approved Vocational Education courses may be certified.
- d. A prerequisite to the issuance of any certificate for director, assistant director, or coordinator shall be a minimum of three years teaching experience in trades and industrial education and/or in coordination approved trade and industrial education courses.
- e. The teacher coordinator shall have the same qualifications as a teacher, plus one year of teaching experience and follow the same certification procedure as for the certification of a teacher.

- rtificate
length
ance or
or dis-
- Assist-
- a school
d when
standard
semester
cational
- r of an
shall be
ee from
sixteen
n voca-
- an area
e issued
ved col-
work at-
ours in
on. An
r hours
be cer-
- for di-
a mini-
des and
approved
- ications
nce and
ertifica-
- f. The certificate for the positions of director, assistant director, and coordinator will be issued and renewed in accordance with the general guidelines for the issuance and renewal of certificates in trades and industrial education.
 - g. Upon recommendation of the director of the Division of Trade and Industrial and Distributive Education and upon approval of the Assistant Superintendent for Vocational Education a teaching certificate in trades and industrial education may be endorsed for one year for service as a director, assistant director, or coordinator. The application for such endorsement must be accompanied by a statement from the division director attesting to the unavailability of personnel who meet the full requirements. The recommendation shall include a plan of in-service growth and development showing how the applicant and his employer will work toward meeting the full requirements.
 - h. Persons who now hold certificates for the positions of director or assistant director may continue to serve in these positions as provided by the certificate and the certificates may be renewed in accordance with the general guidelines for the issuance and renewal of certificates in trades and industrial education.

5. Certification Before September, 1935

- a. All teachers of industrial arts, who hold the two-year T. & I. Certificates issued on or before the effective date of the New School Code, September, 1935, may have their certificates renewed every two years on basis of two years' teaching experience or on six semester hours of standard college work.
- b. A teacher of industrial arts as used in this regulation means a teacher employed in the public schools to teach industrial arts and trades to full-time, regularly enrolled students in junior high schools and/or senior high schools, which schools do not meet the requirements of the State Plans for Trade and Industrial Education or Distributive Education (adopted September 21, 1945).

B. THE RANKING OF QUALIFICATIONS OF TRADES AND INDUSTRIAL PERSONNEL EMPLOYED IN THE PUBLIC SCHOOLS

The Foundation Law provides that consideration shall be given to apprenticeship training and industrial experience in order to determine the equivalency of qualifications of trades and industrial education teachers for ranking purposes. Following are the State Board of Education regulations which are in effect for teachers in trades and industrial education and for teachers of distributive education.

Ranking of Vocational Trade Instructors (42.860)

Rank II Those holding a four-year Trade and Industrial Certificate and who have completed eight semester hours of approved training courses in the field of trade and industrial education after receiving the four-year certificate, or those holding a four-year Trade and Industrial Education Certificate and a bachelor's degree.

Rank III Those teachers holding a regular one-year Trade and Industrial Education Certificate to teach a specific trade based on high school graduation or equivalent plus three years trade experience as a recognized journeyman beyond the learners level in the trade to be taught.

In the absence of a high school diploma, equivalency of high school graduation shall be determined by submitting evidence of an acceptable score on a G. E. D. Test administered by an approved testing center.

Ranking of Teachers of Vocational Distributive Education (42.870)

Rank II Those holding a regular four-year Distributive Education Certificate and who have completed eight semester hours in approved courses in college subjects after receiving the four-year certificate, or those holding a four-year Distributive Education Certificate and a bachelor's degree.

Rank III Those holding a regular one-year Distributive Education Certificate based upon high school graduation

ADES

or equivalent plus a minimum of three full years experience as an employee in a distributive occupation.

In the absence of a high school diploma, equivalency of high school graduation shall be determined by submitting evidence of an acceptable score on a G. E. D. Test administered by an approved testing center.

ven to
er to
indus-
re the
et for
ers of

rial Cer-
er hours
of trade
he four-
ar Trade
achelor's

ur Trade
h a spe-
or equiv-
a recog-
el in the

of high
evidence
tered by

(42.870)

tive Edu-
eight se-
e subjects
or those
a Certifi-

tive Edu-
raduation

Section VII

EMERGENCY CERTIFICATE REGULATIONS

The regulations for the emergency certification program are revised each year in accordance with the changing supply and demand for qualified professional personnel. The regulations for 1967-68 show the intent and the general operation of emergency certification.

EMERGENCY CERTIFICATE REGULATIONS

Although the production of fully qualified teachers graduating each year from the Kentucky teacher education institutions continues to increase there are still school positions for which qualified personnel are not available. These positions are in the remote rural and mountainous areas or in special subject fields.

When fully qualified personnel are not available the local school district may employ substandard personnel on an emergency basis in accordance with the regulations presented in this circular. Following is an abbreviated review of this procedure.

1. Once the local school district has completely exhausted the supply of qualified teachers available for the on-coming school year (this determination can be made at any time during the months of May, June, July, or August) the local board of education and the school superintendent may declare that an emergency exists and request permission from the State Department of Education to employ emergency teachers. A special request form (Form TC-7) is designed for this purpose on which must be listed the specific positions to be filled with emergency personnel.
2. Upon receiving permission from the State Superintendent of Public Instruction to fill the designated positions with emergency personnel the local school board and superintendent may then apply for emergency certificates for the individual teachers desired for the positions.
3. Upon receipt of the emergency certificate from the Division of Teacher Education and Certification the local board of education is then authorized to contract with the emergency personnel for employment in the specific positions named on the certificates.
4. If the short supply of teachers becomes more critical immediately prior to the opening of the school term the local school board and school superintendent may request that the original request for the approval of emergency personnel be amended in order to establish additional emergency positions. These amendments must be approved in advance of the employment of additional personnel.

Availability of qualified personnel through vigorous recruiting activities is the criterion rather than whether the district has received job applications. In order to assist local school districts in holding the emergency needs to a minimum the Division of Teacher Education and Certification serves as a clearing house for information regarding qualified teachers who are still available for employment and the positions still vacant in the various schools.

STATE BOARD OF EDUCATION POLICY WITH REGARD TO EMERGENCY TEACHERS

The following motion was taken from Page 192 of the minutes of the Quarterly Meeting of the Kentucky State Board of Education held in Frankfort, Kentucky on December 8, 1965.

“WHEREAS, the desegregation of pupils in the public schools of Kentucky is resulting in the closing of a number of heretofore all-Negro schools; and

WHEREAS, many Negro teachers in these heretofore all-Negro schools have not been and are not being absorbed in the desegregated school systems at all or in teaching capacities commensurate with their training and abilities; and

WHEREAS, instances have been reported of employment of emergency certificated teachers by local school districts despite the availability of fully qualified and certificated Negro teachers: Therefore be it

RESOLVED, That it shall henceforth be the policy of the Kentucky State Board of Education to be carried out by the State Department of Education that no emergency certificate application shall be approved until the requesting district has received from the Kentucky State Department of Education a list of all available teachers in and out of the school district without regard to race and the said school district has reported to the State Department of Education acceptable reasons for not filling vacancies from among the available, qualified teachers without regard to race.”

EMERGENCY CERTIFICATE REGULATIONS

42.810

STATUTORY AUTHORITY FOR EMERGENCY CERTIFICATION

161.100 [4502-5] *Emergency Certificates*.—When a district board of education satisfies the State Board of Education that it is impossible to secure qualified teachers for a position in a school under the control of the district board, the State Board of Education may, on approval of the Superintendent of Public Instruction, issue emergency certificates to persons who meet the qualifications determined by the State Board of Education for emergency certificates. An emergency certificate shall be valid only for the specific job for which issued and for the current school term. . . .

1. Compliance with Statutory Provisions for Emergency Certification

In order to comply with KRS 161.100 in establishing the need for employing emergency teaching personnel the board of education and the superintendent of the local school district shall declare the following statements to be true:

our school district gives due attention to all inquiries from prospective teachers regarding possible employment in our school system;

diligent efforts have been made to recruit teachers for the vacant positions, and furthermore, these vacancies have been made known locally by appropriate means;

no qualified teachers have applied for any of these positions and to our knowledge qualified teachers are not available for any of the positions.

2. Request Form for Approval of Anticipated Emergency Positions

The declaration on the part of the local school district shall be made by means of a Request Form for Approval of Anticipated Emergency Positions which is to be prepared and supplied by the Superintendent of Public Instruction.

3. Approval of Request by Superintendent of Public Instruction

The Request Form for Approval of Anticipated Emergency Positions shall be approved by the Superintendent of Public

Instruction before any individual applications for emergency certificates are processed by the Department of Education. The Superintendent of Public Instruction may approve the request in whole or in part or he may deny approval depending upon the circumstances of teacher availability within the local district and within the Commonwealth and, as a further condition for approval, the Department of Education shall make available to the local school district the names of any unemployed qualified teachers who have sought assistance from the Department in locating employment.

4. Dates for Filing Forms

The local school district may submit the Request Form for Approval of Anticipated Emergency Positions to the Superintendent of Public Instruction after May 1 but no later than two weeks before the opening of schools in the particular district. Upon receiving approval of the Request Form for Approval of Anticipated Emergency Positions from the Superintendent of Public Instruction the local school district may file individual applications for emergency certification on behalf of the persons with whom the district desires to contract for employment in the emergency positions. The individual application for emergency certification shall be signed by the local school superintendent or his delegate, and shall be filed with the Department of Education prior to the date on which the teacher is to assume the official duties of the position.

5. Dating of Emergency Certificates and Allocation of State Funds

Should an application be received in the Department of Education after the opening of the school term the emergency certificate shall be dated from the date that the application is postmarked except for persons employed as replacement teachers. For purposes of emergency certification a replacement teacher shall be defined as a person whose employment begins after the opening of the school term and who replaces some other person who was previously employed for the same position. The emergency certificate for replacement teachers may be dated from the date of employment provided the certificate application is filed with the Department of Education within a maximum period of thirty days from the

date the teacher assumes official duties. The allocation of funds under the Foundation Program Law shall be for the period of time actually covered by legal certification.

6. Age Limitations for Emergency Certification

An emergency certificate shall not be issued or reinstated to a person who is under 18 years of age or to a person who is over 70 years of age, except to teachers over 70 who secure a waiver from the Superintendent of Public Instruction based on a waiver of annuity benefits from the Teachers' Retirement System. Persons who have been retired on the basis of service by the Kentucky Teachers' Retirement System may be issued emergency certificates for substitute teaching for a maximum of 60 days.

7. Issuance and Reinstatement of Elementary Emergency Certificates

The issuance of new emergency certificates for elementary school positions for a period of one year and the reinstatement of emergency certificates for elementary school positions for a period of one year will be granted, provided that:

The applicant has a minimum average of "C" on total work as certified by the college.

Residence credits are recommended. The total credits by extension or correspondence may not exceed 16 semester hours out of a total of 64.

Preference in employment is given on the basis of the following factors:

- a. Academic preparation: priority shall be given to those with 96 semester hours of standard college credit. In a system where an extreme teacher shortage exists, a local superintendent and board of education may set a lower standard and submit evidence supporting the need for a standard lower than the 96 semester hours. The proposed standard with the evidence of need shall be presented on the request form to the Superintendent of Public Instruction for approval prior to the employment of teachers on the lower standard.
- b. Successful teaching experience.

- c. Evidence of continuing progress toward the completion of the four-year program of teacher education as determined by the local school district.
- d. Professional attitudes.

8. High School Emergency Certificates

New emergency certificates for high school positions may be issued for a period of one year, provided that:

The applicant is a graduate of an accredited college and has at least 9 semester hours credit in the subject for which the certificate is to be issued, and provided the applicant has a minimum of an average of "C" in the subject. In extreme emergency situations, a minimum of 96 semester hours of approved college work may be accepted for new emergency certificates provided the applicant has 9 semester hours credit with a minimum average of "C" in the subject he will teach, and provided the applicant has an over-all average of at least a "C".

9. Emergency Certificates for Teachers of Home Economics

Teachers of home economics shall be graduates in home economics of an approved institution. If, however, teachers possessing the above qualifications are not available, an emergency certificate may be issued, valid for a period of one year, to persons who have completed 24 semester hours in home economics with a minimum of three semester hours in at least four areas included in the regular home economics curriculum, such as, food, clothing, child development, home management, family relations, etc.; three semester hours in methods in secondary education; and a total of 96 semester hours of standard college work.

10. Emergency Certificates for Teachers of Industrial Arts

An emergency certificate for position of teacher of industrial arts in a junior and/or senior high school shall require a minimum of 96 semester hours of standard college work, including a minimum of 12 semester hours of industrial arts acceptable in the industrial arts teacher preparatory curriculum. Reinstatement will require evidence of improvement in preparation. (This type emergency certificate qualifies the teacher to serve in a basic unit but not in one classified as ASIS.)

11. Emergency Certificates Not Authorized for Certain Positions

No new emergency certificates may be issued for the positions of superintendency, assistant superintendency, principalship, assistant principalship, supervision, director of pupil personnel, guidance counselor, finance officer, school psychologist, school psychometrist, attendance worker, school lunch supervisor, or for positions in trades and industrial education.

12. Emergency Certificates for Vocational Agriculture

An emergency certificate for vocational agriculture may be issued to men who have 24 semester hours of technical agriculture, and a total of 96 semester hours of standard college work with at least average grades. He shall have had three full years of farm experience after the age of 14, and have a good farm background. He must be recommended by the superintendent of schools and approved by the Director of Agricultural Education.

13. Emergency Certificates for Substitute Teachers

Emergency certificates for substitute teaching shall be issued or reinstated generally upon the same standards for emergency certification for full-time positions; however, the Superintendent of Public Instruction may consider an application upon the merits of the case. High school graduation shall be considered the minimum level of preparation considered even in the most extreme situations.

14. Emergency Certificates for Special Education Programs

A teacher of special classes for exceptional children shall have a minimum of 64 semester hours of college training, provided that the teacher completes the maximum special education training available during the 1967 summer session in the area of specialization. Those who have taught previously in an approved unit for a special class shall show evidence of satisfactory progress toward completion of all requirements in special education, but in an extreme emergency situation the individual application for the reinstatement of an emergency certificate issued previously will be considered upon its merits.

15. Emergency Certificates for Librarianship

- a. An emergency certificate for the position of school librarian issued prior to the 1964-65 school year may be

